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ABSTRACT

Designed to meet the informational needs of both business leaders and educators who wish to develop mutually beneficial cooperative ventures, this packet contains three separate reports on public-private sector partnerships. An overview examines the contemporary focus on business and education links, the nature of partnerships at secondary and postsecondary levels, and comparative approaches to partnerships such as collaborative councils and private foundations. A report on the roles of educational institutions in the Job Training Partnership Act (JTPA) analyzes the education-related results of a nationwide survey conducted by the National Alliance of Business. A technical report presents an overview of the JTPA vis-a-vis its implications for educators. Also contained in the packet is a four-page bibliography on business-education cooperation and a series of brief bulletins and newsletter articles on successful partnership models across the country. (LP)

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BUSINESS AND EDUCATION PARTNERSHIPS:

AN OVERVIEW

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BUSINESS AND EDUCATION PARTNERSHIPS: AN OVERVIEW

INTRODUCTION

In recent years, a great deal of attention has been given to the need for strong public and private sector cooperation. The current wave of interest specifically in business and education partnerships has been shaped in part by certain economic forces. The downturn in the U.S. economy, coupled with the growing Japanese trade threat, has led observers to focus on the strengths of "Japan, Inc.," where close business, government, and education collaboration has resulted in the country's rapid economic and technological growth.

While there is indeed much to learn from Japan, it also makes sense to look to America's past, for much of the contemporary emphasis on cooperative efforts represents another pendulum swing in history. For example, the Smith-Hughes Act of 1917, which was the first vocational education legislation, came about as a result of the efforts of a strong coalition. This coalition, organized by the National Society for the Promotion of Industrial Education (now the American Vocational Association), was represented by leading educators, the National Association of Manufacturers, the American Federation of Labor, the National Association for the Advancement of Colored People, women's groups, the Chamber of Commerce of the United States, and other groups. The coalition's purpose was to assure the preparation of young people for an increasingly technological workplace and the ability of the nation to compete in world markets.

Later in the country's history, another drive for close education and business collaboration began in response to the Soviet Union's Sputnik orbit of the earth. The National Defense Education Act of 1958 and later, the Vocational Education Act of 1963, the Elementary and Secondary Act of 1965, and the Higher Education Act of 1965 can be viewed as direct results of this drive to enhance technical and basic skills education in the United States and to maintain the country's international competitiveness.

During this period, in 1964, the National Association of Industry-Education Cooperation (NAIEC) was established to foster coherent partnership strategies. Now, nearly 20 years after its inception, the Association's current President, Donald M. Clark, would agree with the importance of building on America's solid experience in this area. Calling for "less rhetoric and more structure," Clark notes that while the recent proliferation of literature has helped to focus attention on closer business/education ties, it most often simply reiterates the need for partnerships and ignores what has already been done to establish viable coalitions.[1]

This need for more action and less talk was underscored in a recent speech by President Reagan. In early October, the President launched the National Partnership in Education Program and designated the 1983-84 academic year as the National Year of Partnerships in Education. Speaking to a group of 150 representatives of business, schools, government, and trade associations, President Reagan identified a number of successful cooperative efforts. However, he noted that all the partnerships already established still involve only a few thousand American schools out of a total 110,000. The President encouraged the private sector to participate in the program and directed the federal government to promote collaboration in education in every way it can -- the goal being partnerships with all 110,000 of the country's public, private, and parochial schools and community colleges.

It is in this spirit that the Business/Education Cooperation Information Packet has been developed. It is not intended to add to the plethora of literature on the need for

such partnerships. Rather, it should serve as a convenient reference tool on the types of cooperative options and as a point of departure for more detailed exploration for those interested in establishing or strengthening business and education partnerships.

This overview paper briefly highlights some program options at the secondary and postsecondary levels.* It then describes comparative approaches to developing the partnerships: one-on-one relationships, system-wide involvement, governmental initiatives for promoting cooperation, various collaborative councils' structures and functions, and the growing use of private foundations.

The hope is that the next pendulum swing will find us higher up the evolutionary ladder of public and private sector cooperation.

BUSINESS AND EDUCATION PARTNERSHIPS AT THE SECONDARY SCHOOL LEVEL

In examining partnerships at the secondary school level, it is easiest to compartmentalize them for purposes of description into categories such as career education and vocational education. The consensus now, however, is that preparing all students for the world of work involves an integrated effort whose foundation is the development of basic academic skills. Vocational training does not help students who have not "learned to learn." In an era of rapid technological change, the entry level skills gained by vocational education students can become obsolete within a year. Hence, basic academic skills are the chief ingredients in workers' employability, retention, and success. That is why one of the earliest statements about career education listed these goals:

1. To prepare individuals to leave and return to the educational system at times of choice throughout life;

2. To help increase the relevance of school by focusing on pupils' career choices;

3. To increase knowledge of the world of work;

4. To help individuals develop positive attitudes toward work;

5. To prepare individuals for the next step, whether it be work, training, or education; and

6. To eliminate the distinction between "vocational" and "academic" courses.

The business and secondary school partnerships that have been established are steps toward attaining these goals. The programs include curriculum revitalization, work-study, summer employment, cooperative education, teacher internships, career education and exploration, after-school on-the-job training, vocational training, and individualized tutoring.

*These focus solely on programs for in-school youth. Educational involvement with out-of-school youth is documented in a number of NAB Bulletins on exemplary programs; the entire issue will be treated comprehensively in a later NAB Information Packet.

The range and diversity of these programs, and their beneficial outcomes, are illustrated by the models described in the The Private Sector Youth Connection and the following NAB Bulletins, all of which are included in the Information Packet:

#N4-2. Career Guidance Institute: a staff development program in career education for guidance counselors and teachers.

#N4-24. High School Improvement Program: vocational exploration.

#N3-116. Inroads, Inc.: management training for minority youth.

#N3-172. Security Pacific Bank: vocational training, entry level positions in the banking industry.

#N3-332. The B.F. Goodrich Company: corporate volunteerism in career education and exploration programs.

#N3-403. Ralston-Purina Work-Study Program: combined high school studies and work experience.

#N3-405. Jobs for Missouri Graduates: career exploration, pre-employment training, and job search assistance for high school graduates.

#N4-445. The City is Our Classroom: Cooperative work/study, OJT, work experience, and on-the-job training.

#N4-446. Advanced Career Training: school-to-work transition for highly motivated, disadvantaged students.

#N3-447. New Horizons, Cooperative Education Program: academic classes in work readiness combined with on-the-job training.

#N4-502. The Boston Compact: upgrading the basic skills of high school graduates through a variety of mechanisms and increasing their placement in jobs or higher education.

As the Vocational Foundation points out, such programs are a matter of "enlightened self-interest" on the part of business people and educators, for the persistent recession has convinced the private sector that an investment in public education can help maximize profits by producing a labor force that is ready, able, and willing to work. As for educators facing reductions in federal support and demographic changes in the tax-paying and student population, these partnerships help them to better manage -- and stretch -- shrinking resources.[2]

PARTNERSHIPS AT THE POSTSECONDARY LEVEL

Partnerships at the postsecondary school level share many of the same goals and characteristics of those at the secondary level. But in addition to the types of programs mentioned in the previous section, postsecondary institutions are involved in high-level skills training, staff development training, re-training for dislocated workers, economic development initiatives, and small business support projects.

At the high school level, partnerships usually translate into business involvement as a means of strengthening school offerings (with, of course, the subsequent benefits to business). While this is important at the postsecondary level, too, the partnership can also translate into schools' bolstering businesses. Community colleges, technical schools, and universities often enhance private sector productivity by providing entrepreneurial training and technical assistance to small businesses, as well as in-service and customized training to larger firms. By providing such services, educational institutions can, in turn, affect the overall economic development of their communities. In fact one respondent to NAB's PIC Data Collection survey (see the enclosed report, "The Role of Educational Institutions in the Job Training Partnership Act") claimed that in his state, Illinois, which was hard-hit by the recession, all the universities and community colleges were integrally involved in economic development initiatives.

A variety of partnerships between post-secondary educational institutions and businesses are illustrated by the following items included in the Information Packet.

Bulletins

#N3-337 IBM Work Experience Program for Hearing-Impaired College Students: work experience for the hearing-impaired in professional fields.

#N4-338 Colorado Fast-Track Industry Related Start-Up Training (FIRST): economic development program.

#N4-370 Training and Technology (TAT): Industrial Skills Training: classroom and hands-on training in machining, welding, physical testing, pipefitting, and drafting.

#N3-385 Industrial Skills Training: classroom and hands-on training in production skills for light industry and manufacturing.

#N4-386 Volusia, Lake, Flager-PIC, Inc.: economic development, marketing, and pre-employment training.

#N4-398 South Carolina Technical Education System: vocational skills training and continuing education in technical disciplines.

Articles

"Community Colleges Customize Training to Revitalize Industry," Showcase, August 1983, p. 3.

"Colleges to Train Minority Entrepreneurs," WorkAmerica, November 1983, p. 8.

"Business Gives Boost to Student Space Program," WorkAmerica, November 1983, p. 16.

"What's Cluster?" Cluster Trends, Winter 1983, p. 4.

COMPARATIVE APPROACHES TO BUSINESS AND EDUCATION PARTNERSHIPS

This section describes some comparative approaches to forming joint business-education ventures. It looks at one-on-one school/business relationships as well as system-wide linkages. It then outlines some governmental initiatives in promoting cooperation and contrasts the roles of various collaborative councils nationwide, some of which have been set up according to legislative mandates. The final part reports on the increasing use of foundations as facilitators of public-private partnerships.

The nature of business/education partnerships varies considerably. Part of the reason for their great diversity is that successful programs tailor partnership models to specific local needs. Hence, what follows can serve only as a broad guideline on the options available. No matter what options are chosen, however, there appear to be three important characteristics of the early stage of a successful partnership process that apply across the board:[3]

1) Active and visible support of top leaders on both sides of the school-business equation;

2) Managers who are able to communicate equally well in the two contrasting "cultures" of private business and public schools; and

3) Emphasis upon contributions of human resources rather than financial and material resources.

Lois Jackson[4] provides an even more detailed description of what should occur in the development and maintenance of effective partnerships. She claims that business management has a number of responsibilities in assuring employee acceptance of and involvement in the programs. That is, management must:

1) Acknowledge vested economic interests in education.

2) Let employees know how high-quality education benefits the company.

3) Revise company policies and practices where appropriate.

4) Encourage management to get acquainted with school leaders and participate in efforts to improve K-12 education.

5) Reward excellence in academic achievement, instruction and educational leadership.

6) Collaborate with local universities to provide technical training for teachers and develop institutes for educational leaders.

7) Help schools integrate current technology into the classroom and the curriculum.

8) Support, where possible, policy and legislation that will provide and fund quality public education.

9) Avoid underestimating the challenge.

As for educational managers, Jackson points out that they must first decide what is wanted from a partnership. School officials must begin by understanding the current and future job market in the nation and their region. They must also assess the characteristics of the school involved, such as staff skills, student performance, and course requirements, strengths, and weaknesses.

In setting a partnership strategy, educators should:

1) Acquire a "mentor" in the business community.

2) Understand prospective partners before contacting them.

3) Go straight to the top of the company.

4) Address the issue of quality at the outset.

5) Point out that business has a vested economic interest in education.

6) Dispel the illusion that the partnership is intended to fill the gap created by cutbacks in education budgets.

7) Allay the fears some businesses have about dealing with the public sector.

8) Provide examples of effective collaboration between business and schools.

9) Ask for a commitment.

10) Be results-oriented, responsive, and timely.

If these steps are followed and a sound foundation laid, the processes of negotiating specifics and maintaining collaboration are facilitated.

A similar sequence of stages in the creation and management of effective programs also includes evaluation:[5]

1) Developing of awareness;

2) Assessing needs;

3) Setting program goals;

4) Defining objectives;

5) Identifying potential resources;

6) Designing the program;

7) Implementing the program: recruitment, orientation, training, assignment, retention and recognition; and

8) Evaluating the program.

These "generic" pointers, although primarily geared to secondary schools, can be useful guidelines for the development of any type of business/education partnership.

ONE-ON-ONE RELATIONSHIPS

Some writers feel that only system-wide partnerships, involving multiple institutions, can have a true and lasting impact on labor supply and demand coordination. However, many one-on-one relationships yield valuable results and may actually be a component of a larger effort. For example, the most common of this type of partnership is the Adopt-a-School approach. It may involve a one school-one industry initiative, or it may be administered throughout a school system by the school board. Nevertheless, it ultimately entails the development of a close relationship between one school and one business. An example is the partnership between the Martin Luther King High School in New York City and the American Can Company in Greenwich, Connecticut. Since June 1982, the American Can Company's participation in the New York City's Join-a-School Program has helped the school achieve goals in improving student performance, teacher morale, and community image. The company has provided for such things as the purchases of books, college scholarships for graduating seniors, awards for attendance, an expanded computer literacy training program, and an internship program for career training on-site at the American Can Headquarters. Other examples of Adopt-A-School program are provided in Chapter Six of The Private Sector Youth Connection.

Other than Adopt-A-School, there are unique one-on-one projects. For instance, the National Alliance of Business, a private nonprofit organization, provided seed money for the Career Guidance Institute (CGI) at the Jersey City State College for a number of years. The CGI provides staff development programs for teachers and guidance counselors in the field of career education, an integral component of school-business alliances. See Bulletin #N4-2.

System-wide Partnerships

System-wide partnerships offer great diversity. They may include the following structures.

1) One business working with multiple educational institutions. Examples include the Bulletins on the Security Pacific Bank's Project STEP, Ralston Purina's Work-Study Program, and the IBM Work Experience Program for Hearing Impaired College Students.

2) One educational institution working with a variety of businesses. An example is provided by the article, "Community Colleges Customize Training to Revitalize Industry." This type may also involve education-business links through national employment and training mechanisms, as illustrated by the bulletins on Industrial Skills Training at the Chemeketa Community College.

3) Liaison Organizations. Often private-for-profit and private, nonprofit organizations serve as facilitators and coordinators of multiple business/education partnerships. Examples from the Bulletins include the B. F. Goodrich's Volunteers in Communities and Inroads, Inc. The National Alliance of Business' College Cluster program, described in the articles, "Business Gives Boost to Student Space Program" and "What's Cluster?," is another example.

In addition, trade associations, such as the American Council on Life Insurance, often develop educational materials for their member organizations to use in cooperative ventures in localities across the country.

4) Cooperative efforts among multiple educational institutions and multiple businesses. These represent the majority of the partnerships, for they include not only the types of programs described in the Bulletins (i.e., Colorado FIRST and Training and Technology - Industrial Skills Training), but also a variety of collaborative councils: Industry-Education Councils, Vocational Advisory Councils, Work-Education Councils, and Private Industry Councils. In addition to the council approach, multiple institutional partnerships are fostered by other governmental initiatives. The governmental role in promoting relationships (some of which include these collaborative councils) and the council approach to partnerships are the topics of the next two sections.

GOVERNMENTAL ROLES IN PROMOTING RELATIONSHIPS

A number of governmental initiatives support and promote education and business partnerships. While they cannot all be enumerated here, several state and federal programs are described in this part.

The Bay State Skills Corporation and Similar State Programs

The Bay State Skills Corporation (BSSC) is a quasi-public corporation created by Massachusetts legislation in 1981 as part of the Commonwealth's commitment to generating an environment of economic growth. Its mandate is to:

- Encourage and facilitate the formation of cooperative relationships between business and industry, labor, government, and education to develop and expand programs of skills training that are consistent with employment needs.
- Provide grants-in-aid to education and training institutions, to be matched with private sector financial support, to fund skills training programs in growth occupational areas.
- Collect and disseminate information on present and future employment needs as well as the availability of skills training and education in these areas.
- Conduct conferences and studies which will increase communication and information on the employment needs of the Commonwealth.

The BSSC funds programs in a wide variety of occupational areas, with training that spans entry level, retraining, and employee upgrade training, as well as advanced level university and college education.

The training can take place at community colleges, vocational schools, CETA skills centers, four-year colleges, universities, and community-based manpower organizations. The BSSC acts as a funding organization and a catalyst to public-private sector training partnerships. The private sector role is very important: businesses must be actively involved in planning, designing, operating, and monitoring education and training programs, so that these programs meet their needs. Also, as BSSC funds up to only 50

percent of the training, businesses may contribute their time and expertise which can be translated into cash, personnel, equipment or materials, space and other items of financial value to the programs.

The Corporation has established an impressive track record. It has awarded over $6 million in grants-in-aid for 76 programs of skills training and education which will train over 5,000 individuals. It has also worked with over 75 education and training institutions and 300 business, and has held seminars and conferences on how public-private partnerships can be built. In addition, BSSC has established a Career and Learning Line to provide information on where people can find specific education and training programs.

Because of its excellent results, other states have emulated BSSC's model. For instance, through the Commission for Vocational Education (CVE), the State of Washington is implementing the Washington State Job Skills Program. The state legislature has appropriated $3 million to the CVE for training during 1983-85. These monies may be used only if matched dollar-for-dollar with support from business. Organizations eligible to receive grants under the program are: public colleges or universities, community colleges, vocational-technical institutes, secondary vocational programs, apprenticeship trusts, and nonsectarian, private for profit or not-for-profit educational institutions offering programs beyond the secondary level. Unlike the BSSC model, the Job Skills Program is particularly concerned with training individuals who are unemployed, victims of plant closings or layoffs, or public assistance recipients. Private sector participation is required in every aspect of the program, including recruitment and selection of trainees; development of the training curriculum; implementation of the training program (through donation of instructors, equipment, materials, supplies, on-site training opportunities, internships, etc.); monitoring and evaluation of the training program; and planning and conduct of job development activities, job counseling and actual job placement/hiring commitments.

Another example is the State of Minnesota's Jobs Skills Partnership Act. The partnership is governed by a board of 21 directors, all of whom must have expertise in and be representative of the fields of education, job skills training, labor, business, and government. As the Act was only recently passed, much of the operational details are still being developed, but its goals and partnership relations are similar to those of the two programs described above. As with the Washington State program, Minnesota's program will give preference to educational or other nonprofit institutions which serve economically disadvantaged people, minorities, or those who are victims of economic dislocation.

Currently, legislation for similar programs is pending in three other states: Kentucky, Pennsylvania, and Wisconsin.

State Roles in Fostering Collaborative Councils

States have a variety of roles in fostering collaborative councils involving, among other groups, representatives of business, education, labor, and government. Some of these roles have been mandated by federal legislation. For instance, under the Job Training Partnership Act of 1982, states must develop a coordination and special services plan among agencies having related goals. They each must appoint a State Job Training Coordinating Council (SJTCC), consisting of representatives of business and industry, the state legislature, state organizations such as the state educational agency, the state vocational education board, the state advisory council on vocational education, state postsecondary institutions, other human service-related agencies, organized labor, local government, and other groups.

The Vocational Education Act of 1963, as amended, calls for State Vocational Advisory Councils, consisting of business, labor, economic development, educational and other representatives. Vocational Advisory Councils are described in more detail in the following section.

Certain state-level initiatives have encouraged collaboration above and beyond that mandated by national legislation. For example, the Industry-Education Council model, as developed by the National Association of Industry-Education Collaboration, has been institutionalized in a number of states. New York, Arizona and California all have networks of these councils, which have been operating since the 1960s. Seven other states have actively promoted the implementation of this concept at the state and local level: Alabama, Mississippi, Louisiana, Pennsylvania, Florida, Oklahoma, and Colorado. Industry-Education Councils are described in the following section.

The National Role in Promoting Partnerships

The national government has been promoting partnerships for a long time, beginning with the first vocational education act in 1917. The two examples of recent legislation described above illustrate that, if anything, the interest in coalition-building is increasing. For instance, one of the most important characteristics of the JTPA program is the expanded role of the Private Industry Council (PIC) in the control and decision-making process at the local service delivery level. Not only does JTPA call for cooperative planning statewide, it mandates that a collaborative council, the PIC, has at least equal say in program operations along with local chief elected officials. The structure and functions of the PIC are described in the next section. The Vocational Education Act also calls for the formation of local councils as well as a National Advisory Council on Vocational Education.

Another example of federal support of partnerships is the Labor Department's funding in 1976 of a demonstration project on Work-Education Councils. Two important features of the Work-Education Consortium Project, as it was called, were the emphases on local determination and local independence. Because of these emphases, councils of the work-education model still exist in some areas, despite the discontinuance of federal funds. These councils, too, will be more fully described in the following section.

The most recent federal initiative is the National Partnerships in Education Program, launched in October 1983. As part of this program, the White House Office of Private Sector Initiatives is working with state governments, industry organizations, business associations, and other groups on partnership projects. It is also working with a nationwide computer system called "Datanet" to help schools and partners get together. (For access to the "Partnership-In-Education" Database, call DATA/NET 202/628-5577 or the White House Office of Private Sector Initiatives 202/456-1414.)

COLLABORATIVE COUNCILS

As has been noted, a popular means of forging cooperation between business and education -- and other related sectors -- has been the collaborative council. Four types of councils, and their structures and functions, are described in this part. The Private Industry Council and the Vocational Advisory Council are mandated by law. The other two, Industry-Education Councils and Work-Education Councils, are models whose local names may vary from community to community. Nevertheless, these latter two generic models have specific histories and institutional frameworks that make them distinctive. All four of the councils allow for local differences to a certain extent.

The Private Industry Council

The Job Training Partnership Act of 1982, the successor to the Comprehensive Employment and Training Act of 1973, became effective on October 1, 1983. The purpose of the Act is to establish programs to prepare youth and unskilled adults for entry into the labor force. It is also intended to provide job training to economically disadvantaged individuals and others facing serious barriers to employment, who are in special need of such training to obtain productive employment. This includes minorities, handicapped individuals, and dislocated workers, among others.

The Act goes further than any similar type of federal legislation--past or current--in equalizing authority between the private and public sectors over all aspects of local policymaking, planning, administration, and program operations. This was a deliberate and concrete recognition of the need to harness private sector expertise, resources and support, and to tailor publicly-financed training programs to local economic realities.

The mechanism by which the private sector operates in JTPA is the Private Industry Council (PIC). Every service delivery area (SDA) designated to operate the JTPA program must have a PIC, with the majority of representatives coming from the private sector. The other PIC members must include representatives of educational agencies (representative of all educational agencies in the SDA), organized labor, rehabilitation agencies, community-based organizations, economic development agencies, and the public employment service. Specific, and different, nominating processes are used for representatives from business, education, and the other groups. The chief local elected official(s) (LEOs) of the local governing unit(s) select the members from among those nominated. The LEOs also initially determine the total number of members on the PIC. Members are appointed for fixed and staggered terms and may serve until successors are appointed. Any vacancy must be filled according to the original procedure. The chairperson of the council is selected from among members of the PIC who are representatives of the private sector. The Governor has certification authority to ensure that the PIC's composition and appointments are consistent with the law.

The PIC provides policy guidance for and oversight of activities under the job training plan for its SDA, in partnership with the local government(s). No plan can be submitted to the Governor for approval unless it has been approved by both the PIC and LEOs and jointly submitted by them.

According to a specified PIC-LEO agreement, the council determines the procedures for developing the job training plan. (The council may choose to take responsibility for the development of all, part, or none of the plan.) The PIC, in conjunction with the LEOs, also selects the grant recipient and an entity to administer the job training plan. Again, the PIC may choose to appoint itself to all, some, or none of these duties.

In order to carry out its functions, the PIC prepares and approves a budget for itself and may hire staff, incorporate, and solicit and accept contributions and grant funds (from other public and private sources).

The National Alliance of Business recently undertook a comprehensive data collection effort on the actual roles of Private Industry Councils under JTPA. Based on a 98% response rate, a preliminary analysis of the results show that about 75 PICs have assumed the responsibilities of both grant recipient and administrative entity for the local job training programs. About 11,000 business volunteers are serving on the PICs.

The Vocational Advisory Council

The Vocational Education Act of 1963 and its amendments are intended to strengthen and improve the quality of vocational education and to expand vocational education opportunities in the country. As noted earlier, states wishing to participate in programs under the Act are mandated to form State Vocational Advisory Councils with representatives of business, education and other groups. In turn, each eligible recipient receiving assistance under the Act to operate programs must establish a local advisory council. The council provides the administering agency with advice on current jobs' needs and on the relevancy of courses being offered by the agency in meeting these needs. The local councils are composed of members of the general public, especially representatives of business, industry, and labor. The councils may also be established for program areas, schools, communities, or regions, whichever the recipient determines best to meet the needs of that recipient. The local council may request technical assistance from the state council on its establishment and operations.

There are a number of features of vocational education in the United States that results in a pattern of diversity among local Vocational Advisory Councils:[6]

- o There is not one system of governance for vocational education.
- o Vocational education is a highly decentralized system.
- o State and local conditions dictate the pattern of vocational education that is followed in a specific area.
- o State objectives for vocational education often go beyond national objectives.
- o There are many perceptions of vocational education.

Furthermore, within localities there are two types of vocational advisory councils.[7] One type is the general advisory committee. The committee is established either at a local school system level or as an overall advisory committee for an institution delivering a comprehensive program of vocational education. At least 50 percent of the members of these councils usually represent employers and labor, with the remaining 50 percent representing the governmental leaders, civic leaders, women, minorities, the handicapped and representatives of related educational areas. This council's essential function is to assist in system or institution-level planning, improving services delivered, improving communications among different community groups, and conducting overall evaluations.

The second type of local advisory council is the craft committee. In most communities, a craft committee is set up for each program area. These craft committees are composed primarily of persons who are employed in the occupation for which the program is preparing people or who are employers who will be employing persons from this particular program area. The craft advisory committee offers recommendations pertaining to instruction, curriculum content, competencies that graduates ought to possess and essential instructional media. Often committees also assist in the placement of graduates from the program.

The National Advisory Council on Vocational Education (NACVE) estimated in 1980 that there were at least 26,000 local general and advisory councils, with about 330,000 people on them. According to NACVE, there are now probably 100,000 to 120,000 business-people participating on the advisory councils.

The National Alliance of Business recently suggested that the business role in vocational education be expanded beyond an advisory capacity. Alliance board member Richard F. Schubert, president of the American Red Cross, stated that new vehicles are needed to give business greater authority in vocational education decision-making. Increased business input would be one means of improving the quality of vocational instruction and tying it more directly to the needs of a rapidly changing job market. Schubert was testifying at a hearing on the reauthorization of the Vocational Education Act, which is due to expire in 1984.

INDUSTRY-EDUCATION COUNCILS

The National Association for Industry-Education Cooperation (NAIEC) was founded in 1964 to provide a national organization for representatives of business, industry, education, government, and labor to promote increased levels of cooperation. It facilitates cooperation by identifying areas of mutual interest and by formulating programs and procedures which meet acceptable standards. It also assists groups concerned about education with cooperative programs and projects. The Association promotes the development of Industry-Education Councils through instruction, curriculum development, educational management, teacher-student materials, and public information services. NAIEC's position is that some educational problems do not lend themselves to solutions by the response of a single business firm (the one-on-one approach) but when the resources of many firms and those of the local school system are linked, solutions can be found to long-standing problems. The following characteristics of Industry-Education Councils are those which NAIEC believes produces sustained, collaborative efforts.

- An Industry-Education Council is a mechanism which broadens the base of corporate support for relevant schooling and channels industry and school resources toward the solution of mutual problems.
- It brings all the educational resources within a community together.
- It serves as a system-wide umbrella for coordinating industry-education cooperative efforts.
- A council serves as a continuous forum for representatives of industry and education to discuss mutual interests.
- It promotes and encourages communication and cooperation between industry and schools and helps improve the total educational program.
- It mobilizes the key resources of a community, develops plans for their efficient allocation, and provides a greater opportunity to achieve program objectives.
- A local Industry-Education Council offers industry an opportunity to help ensure that tomorrow's adults will be equal to their challenges and opportunities, that they will appreciate and understand their responsibilities as citizens, and that they will be competent in managing their own personal affairs and successful in their chosen careers.
- A council offers educators an opportunity to strengthen the instructional effort at all levels of education through an applied approach to concepts and principles which relate classroom teaching to the world of work and career

fields, and to develop and maintain curricula relevant to current and anticipated employment opportunities.

The Industry-Education Council approach calls for the allocation of sufficient staff, budget, and facilities by school officials. Industry's responsibility includes a commitment of resources, a substantial number of personnel, special know-how, unique services, materials, and, if necessary, additional resources to meet the objectives of the total industry-education cooperation program.

According to the sample by-laws developed by NAIEC, the Industry-Education Council is a nonprofit corporation chartered under state laws, and its purposes are educational in nature. Membership consists of representatives of businesses, industries, schools and other appropriate agencies or organizations in a community. There are two types of membership: industrial-business membership and educational membership; dues may be different for each of them.

A board of directors is elected by the council membership. The board must represent both classes of membership. It is the governing body of the council and manages all council business, including the appointment of an executive director and other administrative personnel. The annual and special meetings are called by the board.

The Work-Education Council

In 1976, the Department of Labor provided funds to three organizations, the National Manpower Institute (now the National Institute for Work and Learning, NIWL), the American Association of Community and Junior Colleges (AACJC), and the National Alliance of Business (NAB), to identify communities where a Work-Education Council concept could be tried on a demonstration basis. This concept, first outlined in The Boundless Resource by Willard Wirtz, was to be a new institution that would take the transition from youth to adulthood, and from education to work, as its particular responsibility.

The purpose envisioned for the Work-Education Council was to help young people move more easily between school and work by fostering efforts to increase community involvement in youth development, to improve communications between education, employers and others involved in the transition process, and to increase opportunities to combine work or service experience with classroom learning. The councils were to accomplish this purpose by fostering collaboration between education, local employers, and the community at large in order to identify local youth transition problems, devise solutions to these problems, and bring about change in those institutions affecting the process of youth transition to gainful employment.

Thirty-two communities across the country were selected to receive demonstration funds to establish Work-Education Councils. Two important features of the project were the emphases on local determination and local independence. Each community determined the mission of its council (e.g., its target group, goals and objectives, priorities, activities) based on locally perceived needs.

All of the demonstration councils had in common the intent to foster collaboration among the various sectors in their communities involved in the process of youth transition, although some councils selected a limited target group (economically disadvantaged youth) while others elected to focus efforts on a more general youth population. A few of the councils chose to broaden their areas of concern to both youth and adults.

Council activities included:

- o Research (needs assessments, occupational outlook research);
- o Public awareness (public relations, community forums, school visitation days, audio-visual presentations, newsletters);
- o Student development (career speakers, career days, workplace site visits, shadow days, internships, work-study, alternative semesters, career resource centers, student-operated businesses, contract apprenticeships, community resource banks),
- o Staff development (in-service workshops, curriculum "infusion," career guidance institutes, teacher/host administration site visits, community resource directory); and
- o Administrative and policy concerns (inter-district/state collaboration, coordination of school and non-school programs, establishment of school-business partnerships, counteracting race and sex role stereotyping, servicing special needs populations, credentialing, licensing and certification procedures, and statutory restrictions).

From the demonstration experience, it was found that the following elements were important to the councils' effectiveness: a balance of different interests on the council; independent status (i.e., private, nonprofit organization); membership commitment; a full-time paid director, and careful attention to role definition. In terms of balance, it was found useful to have 50 percent of the members representing business, industry, and labor, and 50 percent representing all other sectors. The optimal size for a Work-Education Council appeared to be between 15 and 30 members.

To maintain independent status, a Work-Education Council can seek funding from a variety of sources, including private foundations, grants from local or state governments, and contributions from various businesses or business organizations. The model Work-Education Council is an independent, not-for-profit, policy making entity in the community. This is essential to foster collaboration and to enable a council to function as an agent for change in the community. To become such an organization, a council must adopt a constitution and by-laws, elect officers, and form an executive committee. It must also file incorporation papers and apply for tax exempt status.

Experience has indicated that the council should hire a full-time, paid executive director, rather than have a loaned executive or share an agency staff person. This avoids a conflict of interest, over-control by one council organization, and the possibility that not enough time would be devoted to council activities.

After the council demonstration project ended, hundreds of Work-Education Councils were developed across the country. According to a survey conducted by the National Institute for Work and Learning, over 100 were still functioning in early 1982, but under various names. Many of the councils had been instrumental in organizing the Private Industry Councils back in 1978 and many have developed unique, collaborative arrangements with the PICs since that time.

Comparison of the Councils

As these four examples illustrate, collaborative councils with business and education representatives serve a variety of purposes and differ even within categories. For example, as was noted, many of the structures and functions of Private Industry Councils vary from locality to locality. Nevertheless, each type of council has its own particular focus:

- The Private Industry Council, under the auspices of the Job Training Partnership Act, has as its goal the training of economically disadvantaged youth and adults, including dislocated workers, for employment in unsubsidized jobs.
- Industry-Education Councils are geared to the provision of effective career education activities.
- Vocational Advisory Councils serve to ensure that vocational education curricula are relevant and meaningful to the world of work.
- Work-Education Councils are designed to facilitate the school-to-work transition.

Despite the different focuses, the councils have many shared goals, and rather than duplicating one another's activities, they cooperate to strengthen their particular activities. This is the case, as was noted earlier, with some Work-Education Councils and PICs. Such collaboration has been institutionalized by JTPA's mandate for the State Job Training Coordinating Council. Hence, business and education partnerships exist at various governmental levels, and both within and among the many councils.

PRIVATE FOUNDATIONS

Another bridge between the private sector and education is the private foundation. In recent years, tight school budgets and uncertain revenues from property taxes have caused school officials to turn to private foundations for fund-raising. The state of California leads the country in this effort, with 123 private foundations raising money for schools. After Proposition 13 dramatically cut property tax revenues in 1978, and the state Supreme Court mandated that equal amounts of money should be spent on students district by district, school officials had no choice but to look for private sources of money. For example, the San Francisco Education Fund, started in 1979, raises funds from private sources and awards small grants to teachers, principals, and school project development.

Other localities across the country have developed similar funds. In Pittsburgh, the Allegheny Conference on Community Development, a nonprofit civic association, provides public information assistance, small grants to teachers, an adopt-a-school program, and other projects. The Washington, D.C., Parent Group Fund makes small matching grants available for school-based projects developed and partly funded by parent groups.

In recognition of the importance of these local efforts, the Ford Foundation funded a conference, hosted by the San Francisco Fund, for more than 400 public and private sector representatives. The major focus was the potential of private, nonprofit, fund-raising organizations to improve public education. Apparently the potential was recognized as great, for in early 1983, the Ford Foundation awarded $6 million to create the Public Education Fund.

The Public Education Fund is a national nonprofit, tax-exempt organization headquartered in Pittsburgh, Pennsylvania. Its purpose is to establish or strengthen public/private collaboration devoted to improving the quality of public education and increasing support for the public schools primarily in urban areas across the country.

Governed by a board of directors whose members include educational, corporate, labor, civic and foundation leaders, the Public Education Fund is operating for a period of five years, with initial funding from the Ford Foundation and grants from other national donors. The majority of that support provides financial and technical assistance to new or existing local education funds established for the following broad purposes:

- o Reducing the isolation of the public schools from the general community;
- o Restoring and building public confidence in the schools;
- o Creating initiatives which support imaginative and creative teachers and other school system personnel; and
- o Generating local monies to nourish and develop school improvement projects.

The Fund identifies eligible community-based educational funding organizations and provides them with technical assistance and developmental financial support. These local funding organizations may be housed in existing organizations interested in expanding their focus to embrace school improvement issues. Alternatively, a new non-profit, tax-exempt organization might be established for this purpose.

One of the major criteria in awarding grants is an organization's ability to staff and implement programs that effectively link business, labor, civic leadership, parents and other concerned parties with the local public school system.

(Inquiries and requests for general information on the Public Education Fund should be directed to: David Bergholz, President, Public Education Fund, 600 Grant Street, Pittsburgh, PA 15219, 412/391-3235.)

CONCLUSION

This report has provided an overview of various options for cooperation between the private sector and secondary and postsecondary schools. Designed as an introductory reference for those interested in exploring partnership possibilities, the report provides brief descriptions of cooperative efforts. For optimal benefit, it should be used in close conjunction with the other materials in the National Alliance of Business' Business/Education Cooperation Information Packet. An important complement to the report is the enclosed bibliography, listing publications that provide detailed descriptions of business/education partnerships.

FOOTNOTES

[1]Clark, Donald M. "Less Rhetoric and More Structure Needed for Industry-School Ties." Education Week, Volume II, Number 15, December 22, 1982.

[2]Schilit, Henrietta and Lacey, Richard. The Private Sector Youth Connection. New York: Vocational Foundation, Inc., 1982.

[3]Lacey, Richard A. "Becoming Partners: How Schools and Companies Meet Mutual Needs." Washington, DC: National Commission for Employment Policy, Fall 1983, p. 3.

[4]Jackson, Lois. "How to Form Business-School Partnerships." Denver: Education Commission of the States, July 1983.

[5]Lacey, p. 7.

[6]Bottoms, Gene. The Vocational Education Enterprise in 1980. Washington, D.C.: September 17, 1980, pp. 1-2.

[7]Bottoms, p. 40-41.

THE ROLES OF EDUCATIONAL INSTITUTIONS IN THE JOB TRAINING PARTNERSHIP ACT (JTPA) PROGRAM

National Alliance of Business
1015 15th Street, N.W.
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THE ROLES OF EDUCATIONAL INSTITUTIONS IN THE JOB TRAINING PARTNERSHIP ACT (JTPA) PROGRAM

INTRODUCTION

It is anticipated that the working relationships that already exist between educational institutions and the employment and training system will be maintained and strengthened under the Job Training Partnership Act. Indeed JTPA, which increases the role of the Private Industry Council, not only encourages strong private sector-government relationships, but also enhances the partnerships among all the actors in the nation's employment and training programs. Educational institutions play a key role in ameliorating the problems the Act is designed to address: high structural unemployment among youth, adults, and workers dislocated because of technologically obsolete skills. Secondary schools, trade schools, community colleges, and universities all contribute to the provision of better jobs for the nation's disadvantaged, unemployed citizens through activities ranging from career and vocational education, GED for drop-outs, and adult basic education, to customized training, small business support, labor market studies, and economic development initiatives.

This paper examines the variety of roles that educational institutions are currently playing in the JTPA program. The primary source of information for this report is the National Alliance of Business' PIC Data Collection survey, which is described in the following section. Some findings from a survey by the American Association of Community and Junior Colleges on the roles of community colleges are also discussed. Readers interested in learning more about the options for education and employment training links, as set forth in JTPA and other legislation, should consult NAB's Technical Report on Education and the Job Training Partnership Act.

THE NATIONAL ALLIANCE OF BUSINESS' PIC DATA COLLECTION EFFORT

Throughout September and October 1983, the National Alliance of Business undertook an extensive, comprehensive survey on the structures and functions of Private Industry Councils under JTPA. The survey interviews were conducted by telephone. Out of the 596 Service Delivery Areas (SDAs) set up under JTPA, the National Alliance of Business interviewed 583. Because of this remarkable 98% response rate, the findings present a solid picture of how the JTPA program is shaping up.

The interviews consisted of 74 questions on the geographical, organizational, programmatic and fiscal status of the SDAs and their PICs. Several questions provided specific information on the role of education in JTPA:

1. How many PIC members represent education?

2. Will private for profit schools provide training in FY '84?

3. Will public educational institutions provide training in FY '84?

One open-ended question elicited a wide variety of responses regarding educational involvement:

4. What are the major elements of the plan the SDA has devised for linking employment and training to education?

Interestingly, two other questions shed light on the central role of schools in the JTPA program:

5. What entity is the grant recipient?

6. Is the same entity the administrative entity?

The responses to these questions are discussed in the following sections.

Educational Membership on the PIC

According to Section 102(c)(2) of JTPA, education representatives on the Private Industry Council are selected from among individuals nominated by local educational agencies, vocational education institutions, institutions of higher education, or general organizations of such agencies or institutions, and by private and proprietary schools, or general organizations of such schools, within the service delivery area. The only other group on the PIC for which the nomination process is spelled out in the law is the private sector. Unlike the mandate for a majority of private sector representatives, however, there is no stipulated percentage of educational representation on the PIC. The preliminary NAB findings show that an average of 11.2 percent of PIC members are educational representatives. Added to an average 55 percent private sector membership, the total for the two groups is 66.2 percent. Hence, about 33.8 percent of PIC membership is divided among organized labor, rehabilitation agencies, community-based organizations, economic development agencies, the public employment service, and other groups. Clearly, then, even compared to the private sector majority, education plays a major role on Private Industry Councils. Table I provides a breakdown of educational representation on the PIC by NAB regions. (NAB regions differ from the Department of Labor's regions. See the appendix for the breakdown of states in the NAB regions.)

Table I

Percent of Educational Representation on Private Industry Councils by NAB Regions

Region	Percent of Educational Membership
New England	9.9
North Atlantic	11.2
Middle Atlantic	10.4
Southeastern	13.7
Mid-Western	10.5
Southwestern	11.0
Rocky Mountain	12.6
Western	11.2
Pacific Northwest	10.0
Central	11.3
National Average	11.2

Educational Involvement in Training

Educational institutions, both public and private, play an important role as training providers in the JTPA system. Out of all the SDAs analyzed for this report, 91.6 percent are using public educational institutions as training providers, and about 56 percent are using private for profit schools as training providers. It is anticipated that these percentages will increase, because at the time of the survey, a number of SDAs had not completed the training RFP process: 6.3 percent were not sure about the role of public education, and about 14.6 percent were not sure about the role of private, proprietary schools in training. (Also, an October 1983 performance standards interpretation may boost school participation: in-school youth who receive pre-employment training through JTPA programs can be counted by SDAs as "positive terminations." An Employment and Training field memorandum, dated October 7, states that governors may allow SDAs to include in-school youth among those who have successfully completed training if they attain employment competencies recognized by PICs. In-school youth participation was previously thought to be discouraged.)

Table II on the following page provides a summary of the responses to the two questions on schools as training providers.

Table II
Percent of SDAs Using Educational Institutions As Training Providers

NAB Region	Response	Private, Proprietary Schools	Public Education
New England	Yes	40.6	68.8
	Don't Know	25.0	18.8
	No	34.4	12.5
North Atlantic	Yes	66.0	88.7
	Don't Know	15.1	9.4
	No	18.9	1.9
Middle Atlantic	Yes	78.2	94.5
	Don't Know	10.9	3.6
	No	10.9	1.8
Southeastern	Yes	35.8	95.1
	Don't Know	13.6	3.7
	No	50.6	1.2
Mid-Western	Yes	60.2	95.5
	Don't Know	9.1	1.1
	No	29.5	2.3
Southwestern	Yes	47.3	92.5
	Don't Know	19.4	7.5
	No	33.3	0.0
Rocky Mountain	Yes	66.7	96.3
	Don't Know	3.7	3.7
	No	29.6	0.0
Western	Yes	60.3	95.6
	Don't Know	11.8	4.4
	No	27.9	0.0
Pacific Northwest	Yes	51.7	86.2
	Don't Know	13.8	10.3
	No	34.5	3.4
Central	Yes	63.2	87.7
	Don't Know	22.8	10.5
	No	14.0	1.8
National Average	Yes	56.1	91.6
	Don't Know	14.6	6.3
	No	29.2	1.9

Links Between Employment and Training and Education

The responses to the open-ended question on the links between employment and training and education were quite varied. In addition, responses to questions of this nature are rarely comprehensive, considering the time constraints, especially when the interview is extensive and is conducted verbally rather than in writing. That is, when asked over the phone about education and employment and training links, a respondent may think of three particular programs of special interest and forget to mention other links. Another respondent may feel the other links should be emphasized. They may or may not elaborate on the specifics of the programs. Hence, the responses may be subjective and may vary in level of detail from one respondent to the next. Therefore, the analysis of this open-ended question is, of necessity, qualitative and does not consider the percent of the time a particular response appears. Nevertheless, it yields interesting information on education/JTPA links. The various responses have been grouped in categories of related items. They also have been tallied to determine how frequently they appeared. Some responses may have multiple tallies. That is, if a respondent stated that "Community colleges provide remedial education," this response was tallied in both the categories of "community colleges" and "basic, remedial education." The frequency description is as follows:

Tally	Frequency Description
More than 60 times	Most Frequent
20-59 times	Frequent
5-19 times	Less frequent
1-4 times	Rare.

Table III summarizes the responses to the question on education/JTPA links.

Table III
Links Between JTPA and Educational Institutions

Frequency	Linkage Category
Most Frequent Responses	• Contracts, subcontracts, financial agreements (program operators, service providers, training)
	• Vocational/technical schools
	• Community colleges
	• Public/independent school districts, high schools
	• Cooperative agreements
Frequent Responses	• Youth Programs (summer youth, school-to-work, in-school, drop-out prevention, try-out employment)
	• PIC education committee; PIC/SDA outreach to and liaison with education
	• Basic, remedial education
	• 8% governor's funds

Table III
Links Between JTPA and Educational Institutions
(continued)

Frequency	Linkage Category
Frequent Responses (continued)	• Nonfinancial agreements (NFAs) • Education/business partnerships and cooperation (customized training, employer outreach, job development, economic development, small business programs, new and expanding industries programs) • Four year institutions' involvement • Adult programs • High school and state department of employment links • Classroom training • Special services (needs assessment, client assessment, intake, tracking, placement, counseling, certification) • An education representative on the PIC mentioned as the only link • Linkages not yet developed; too early too tell
Less Frequent Responses	• GED programs • Referrals and information-sharing • State/regional skills centers • Advisory group of educational agencies • Career and vocational exploration • Use of facilities space and materials • Proprietary or trade schools • Not focusing on classroom training; mostly OJT • Labor market studies
Rare Responses	• The governor stipulates close liaison • SDA programs are being developed to facilitate education's active involvement in JTPA, to increase education's flexibility (i.e. open entry-open exit) and placement abilities • Local education agency, community college training of dislocated workers • Training of welfare clients and handicapped • Special consideration given to educational institutions to serve as training providers • Section 123 funds • Education funds for linkages; matching funds by LEAs • Governor's 22% setaside funds • 6% setaside for the hard-to-serve • CBO links to public schools • Three-way contract among the Bureau of Apprenticeship and Training, the Community College, and JTPA

Educational Institutions as JTPA Grant Recipients and Administrative Entities

In each Service Delivery Area, the Private Industry Council and local elected officials select the grant recipient and the entity to administer the JTPA job training plan. These may be the same or different entities. As explained in NAB's Whole PIC Catalog:[1]

> "The grant recipient is the entity that receives the funds from the governor, and disburses money according to the SDA's approved plan and the spending decisions of the administrative entity. The grant recipient maintains 'the power of the purse,' but must account for funds and may incur some liability for misspent funds.
>
> "...The administrative entity, which fulfills a role similar to a Board of Directors, sets operation and program policy, determines goals and ensures that these are being pursued effectively. The administrative entity also assures that the organization has good management and the necessary resources to implement its goals. The administrative entity evaluates the program progress and is responsible for the financial and legal processes of the SDA."

The NAB survey found that 6.3 percent of the grant recipients and/or program administrators are educational entities. Thirty-one of them serve in both capacities, while five serve solely as the administrative entity and one serves solely as the grant recipient. Out of a total 37, 79 percent (29) are community or junior colleges. The others represent a variety of educational establishments or districts. Table IV lists all the institutions serving as grant recipients and/or administrative entities.

AACJC SURVEY ON COMMUNITY COLLEGE ROLES IN JTPA

As is evident from NAB's survey, two-year colleges play the most extensive role of all the educational actors in the JTPA program. They serve as grant recipients, administrative entities, training deliverers, and providers of other services. In light of these activities, it is worth looking closer at their roles.

The American Association of Community and Junior Colleges (AACJC) surveyed the nation's 1,234 two-year colleges in July 1983 to determine the nature of their involvement in JTPA. The survey was conducted before many final programmatic determinations were made and is based on a response rate of only 41.2%. Nevertheless, it provides some interesting insights.

[1]The Whole PIC Catalog: Organization, Planning and Service Delivery Options Under JTPA. Washington, D.C.: The National Alliance of Business, April 1983, pp. 5-6.

Table IV
Educational Institutions Serving as JTPA Grant Recipients and/or Administrative Entities

Designations	Region	State	Institution
Both Grant Recipient and Administrative Entity	I	Connecticut	Eastern Connecticut Regional Education Service Center North Windham, CT
	II	New York	Columbia/Greene Community College Hudson, NY
	III	Maryland	Chesapeake Community College Wye Mills, MD
	IV	Florida	Martin County School Board Ft. Pierce, FL
		Tennessee	Cleveland State Community College Cleveland, TN Columbia State Community College Columbia, TN Dyersburg State Community College Dyersburg, TN Jackson State Community College Jackson, TN Motlow Community College Tallahoma, TN Roane State Community College Harriman, TN Walters State Community College Morristown, TN
	V	Illinois	Carl Sandburg Community College Galesburg, IL Danville Area Community College Danville, IL Kankakee County College Kankakee, IL Lakeland Community College Mattoon, IL
		Indiana	Vincennes University Vincennes, IN
		Iowa	Eastern Iowa Community College Davenport, IA Indian Hills Community College Ottumwa, IA Iowa Central Community College Fort Dodge, IA

Table IV
Educational Institutions Serving as JTPA Grant Recipients and/or Administrative Entities
(continued)

Designations	Region	State	Institution
Both Grant Recipient and Administrative Entity (continued)			Iowa Valley Community College Marshalltown, IA Iowa Western Community College Council Bluffs, IA North Iowa Area Community College Mason City, IA Southeast Iowa Community College Burlington, IA Western Iowa Technical Community College Sioux City, IA
	VI	Missouri	State Fair Community College Sedalia, MO University of Southeast Missouri Cape Girardeau, MO
		Texas	Bee County College Beeville, TX
	IX	California	Cerritos Community College District Norwalk, CA Madera County Department of Education Madera, CA
		Hawaii	Kauai Community College Likui, HI
	XI	Michigan	Oakland Intermediate School District Pontiac, MI
Grant Recipient	V	Wisconsin	Grant County Vocational Technical Adult Education Dodgeville, WI
Administrative Entity	III	Maryland	Charles County Community College La Plata, MD
	V	Illinois	Richland Community College Decatur, IL
	VI	Louisiana	Tangipahoa School Board Amite, LA
		Missouri	Trenton Junior College Trenton, MO
	IX	California	College of the Siskiyous Community College Weed, CA

According to the Employment and Training Reporter[2], only 15 percent of the AACJC survey respondents indicated that they had received dislocated worker funding for FY 83 under CETA, while 61 percent said they expected to receive these Title III monies under JTPA for FY 84. In addition, 38 percent of the respondents expected to receive part of the 3 percent older worker setaside, and 68 percent expected to receive some of the state-level educational 8 percent setaside for FY 84.

The Reporter noted that only one-third of the respondents at the time of the survey had yet prepared JTPA training proposals for FY 84. The survey found that among the Title IIA (disadvantaged youth and adult) proposals, the programs ranged in length from three weeks to 24 months. Almost 50 percent were for six months or less, 75 percent for nine months or less, and 93 percent for 12 months or less. The programs for Title IIB ranged from two weeks to three months, with the majority, 70 percent, lasting two months. The costs of the programs varied according to length and type. Title IIA programs ranged from $18,000 for 18 participants to $1.948 million for 786 participants. Under Title IIB, costs ranged from $9,200 for 15 participants to $300,000 for 650 participants.

Despite the preliminary nature of the survey results, the AACJC found community colleges optimistic about their ability to deliver quality training programs and, with their increased representation on PICs, to be even more involved in JTPA than in CETA.

CONCLUSION

Both JTPA programs and educational institutions stand to gain much from working together. In many cases they can stretch their financial resources by co-funding particular projects. In addition to cost-effectiveness, other benefits result from the combining of education and JTPA funding. As noted in a recent publication of the National Governors' Association[3] the combined funds can: 1) extend services to additional JTPA-eligible persons who may not be served with JTPA funds alone; 2) serve non-JTPA eligible persons whose needs can be met in a program; and 3) improve the quality and diversity of services to better meet the needs of youth and adults.

This report has identified current ways in which educational institutions and representatives are actively participating in JTPA. The results of the Alliance's PIC survey are encouraging as far as educational roles and coordination are concerned. There is much more that can be done, however. The NAB Technical Report on Education and the Job Training Partnership Act provides information on the potential for education in the JTPA program. Readers are encouraged to consult it.

[2]"Two Year Colleges Gear Up for Larger Role in Training Nation's Workforce," Employment and Training Reporter, October 12, 1983, pp. 112-113.

[3]Minnesota State Department of Education, Linkages Service Unit. "Tips for Combining Education and JTPA Funding." Implementing the Job Training Partnership Act - Information Exchange. Washington, D.C.: National Governors' Association, October 11, 1983, p. 2.

NATIONAL ALLIANCE OF BUSINESS REGIONS

New England
(Boston: 617/426-4315)

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

North Atlantic
(New York: 212/561-2107)

New York, New Jersey, Puerto Rico, Virgin Islands

Middle Atlantic
(Philadelphia: 215/665-0254)

District of Columbia, Delaware, Maryland, Pennsylvania, Virginia, West Virginia

Southeastern
(Atlanta: 404/522-9350)

Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Mid-Western
(Chicago: 312/346-1182)

Indiana, Ilinois, Iowa, Minnesota, Wisconsin

Southwestern
(Dallas: 214/373-0854)

Arkansas, Kansas, Louisiana, Missouri, New Mexico, Oklahoma, Texas

Rocky Mountain
(Denver: 303/428-0440)

Colorado, Montana, Nebraska, North Dakota, South Dakota, Utah, Wyoming

Western
(San Francisco: 415/391-4061)

Arizona, California, Hawaii, Nevada, Guam, American Samoa, Trust Territories, Northern Mariana Islands

Pacific Northwest
(Seattle: 206/622-2531)

Alaska, Idaho, Oregon, Washington

Central
(Cleveland: 216/566-9955)

Michigan, Ohio

National Alliance of Business

Business Currents Technical Report

A technical report for employment and training executives

Technical Report No. 2
February 3, 1984

EDUCATION AND THE JOB TRAINING PARTNERSHIP ACT

Employment and training professionals and business volunteers recognize that the public education system offers ready-made resources that can be adapted to meet job training needs of the economically disadvantaged and long-term unemployed. A National Alliance of Business survey confirms that over 90 percent of the service delivery areas will use vocational institutions, community colleges, and secondary schools to provide some of the skill training and educational services needed under the Job Training Partnership Act. The survey is entitled, *An Overview of the New Job Training System.*

The attached report gives educators, who are unfamiliar with the Job Training Partnership Act, a basic understanding of the law and the wide range of opportunities available for job training. The law contains several traditional incentives to encourage collaboration between educators and the job training system such as membership on governing councils, a set aside of funds for educational agencies, and coordination criteria to guide the planning process. It is also flexible enough to allow institutions to build relationships suitable to local needs.

The law encourages the use of educational institutions as service providers but does not require it. Educators should decide what role they want to play, after looking closely at the resources already available for basic education and training services, and understanding the constraints of training the economically disadvantaged while carrying out their broader mandate. Educational institutions that pursue an active role in the Act, can develop additional sources of funding, new ties with business and other sectors of the community, and opportunities for professional development.

This report provides policymakers with a summary of education's role in JTPA. It also presents features of the law that have implications for educators including:

- educational representation on state and local governering councils;
- state and local planning processes;
- services that educators can provide;
- the impact of performance standards on the selection of service providers;
- and additional state-wide programs.

FURTHER INFORMATION

For further information on the contents of this *Technical Report*, contact Mary Ann Donovan, Policy Department. Distribution inquiries should be submitted to Alexis Waters, Communications Division, National Alliance of Business, 1015 15th Street, N.W., Washington, D.C. 20005 (202) 457-0040. Individual copies--$3.75. *****

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EDUCATION AND THE JOB TRAINING PARTNERSHIP ACT

Introduction

The Job Training Partnership Act establishes a public system of purchasing employment and training activities for economically disadvantaged individuals and dislocated workers. The new system is under considerable pressure to deliver measurable results for the trainees in terms of actual jobs at the end of the training, increased earnings, and reduced welfare dependency. State and local employment and training administrators must go to those who can deliver the best results for their area's training needs.

The education system and individual educators are often outstanding service providers and will be needed to contribute to the successful implementation of the Job Training Partnership Act. There are many reasons why education and JTPA should be a mutually beneficial partnership. To JTPA, educational institutions bring an existing network of facilities, well trained professionals and other resources capable of providing a wide range of training and supportive services. The size and depth of this network allows large numbers of clients to be served with relative ease. Most of these institutions are publicly supported and already have strong ties with local community business and labor leaders.

For educators, JTPA provides an additional source of revenue which would allow schools to expand or initiate programs to different client groups at a time when traditional funding sources are shrinking. JTPA funds can be used for employing instructors, administrators and support personnel and purchasing needed training equipment.

By providing services to JTPA-eligible clients, educators have an opportunity to increase public support in their communities, especially among local employers. Other reasons that have been cited as potential benefits for education institutions to participate in JTPA are:

- Successful JTPA assessment, training and placement models can be applied to the larger issues of student retention and job placement.
- Release of staff and faculty to participate in JTPA programs both offers an opportunity for professional enrichment and may put faculty in closer touch with employers in fields where jobs are expanding.
- Participation in JTPA not only puts the schools in close contact with the business community, it also expands communication and contact with local government, community agencies such as the Employment Service, labor unions and community based organizations.*

The Job Training Partnership Act places greater emphasis on coordination with other employment and training related programs than any previous statute in order to ensure the most efficient use of limited federal resources. This principle applies not only to education, but to economic development, the job service, public assistance and rehabilitation programs and activities.

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Many educators, particularly vocational educators, have long been active in federal employment and training programs for individuals with serious barriers to employment. The Manpower Development and Training Act (1962) and the Comprehensive Employment and Training Act (1972) drew heavily on the resources of educational institutions to provide classroom training and remedial education. However, despite the ability of educational institutions to be effective deliverers of training, the federal goal of coordinating activities between employment and training for the disadvantaged and education has proven elusive. Problems that run the gamut from program design variations to the effects of turf protection have prevented a consistent and systemmatic collaboration for training unskilled and unemployed individuals. Although JTPA includes numerous provisions encouraging a coordinated program of services, the law provides unprecedented latitude in how institutions and individuals work together with the hope that states and localities will develop new opportunities for collaboration which meet their particular needs.

This paper will outline the basic features of the Job Training Partnership Act and elaborate on the specific provisions of the law that have particular implications for educators. Provisions that encourage educators to be active players in this new partnership include membership on state and local councils, coordination criteria that must be met in the development of the state and local employment and training plans and the set-aside of JTPA funds for use by educators.

The Job Training Partnership Act: An Overview

The Job Training Partnership Act is significantly different from its predecessor programs although it retains a locally based delivery system.

The features that set JTPA apart from previous employment and training legislation are:

- public/private partnership provisions that give business a formal role in the collaboration with government to help trainees become employable and employed;
- an unprecedented range of options for local public and private leaders to use in deciding how to plan and manage the local employment and training system;
- a strong emphasis on "performance, not process" style of oversight. That means less regulation and more attention to bottom line results through the enforcement of performance standards;
- an emphasis on training and placement in unsubsidized jobs as opposed to income support and public job creation;
- lodging primary responsibility for program oversight with the state instead of the federal government.

These principles will ultimately shape the new system and change how local employment and training programs are planned, coordinated and implemented. Although JTPA was officially put in place on October 1, 1983 and the deadlines for putting the new governance structures in place were met, the transition is still going on.

Educators will want to use the coming months to assess their initial involvement in JTPA and make recommendations to local JTPA administrators for how educational institutions can best contribute to help trainees overcome barriers to employment. Between January and April 1984, localities are developing their first two-year plan. This is a particularly opportune moment for educators to come forward with ideas and proposals as to what they can do and how they can serve the needs of JTPA clients. Plans are under continual review so there will be opportunities beyond the initial planning period. But PICs and local administrators will have the most flexibility during the development of the plan.

Key Provisions of the Act: State Level

Educational Representation on the State Job Training Coordinating Council

In order to receive funds under the Job Training Partnership Act, each state must establish a State Job Training Coordinating Council (SJTCC) which is chaired by a non-governmental representative. The governor is responsible for appointing the members of the council. The council membership must consist of business and industry (30%), the state legislature and state agencies, which can include representatives from the state board of education, board of vocational education or their advisory councils (20%), local government (20%), organized labor, local education agencies, community-based organizations, the eligible population and the general public (20%). The state council's overall function is to advise the governor about planning, coordinating and monitoring employment and training programs and services in the state. It is not permitted to operate programs or provide services to eligible participants.

Educators will want to be sure that they are adequately represented on the SJTCC. As representatives of the category of state agencies, the law suggests: the state educational agency, the state vocational education board, the state advisory council on vocational education and state board of education (if not otherwise represented), but does not actually require their membership.

Since the SJTCC is an advisory body, much of its authority will come from the stature of its members. Educators should seek high level representatives to serve on the council. Educators should contact appropriate SJTCC staff or the governor's office for information on who currently serves and further information on appointment procedures.

The most significant responsibility of the council is to advise the governor on how to pull together the disparate areas of employment and training, education, income security and economic development into a coherent policy framework. This is done through the preparation of a two-year state plan for coordinating activities under the Act with programs and services provided by other delivery systems including: "local educational and training agencies, public assistance agencies, the employment service, rehabilitation agencies, post-secondary institutions, economic development and other such agencies as the governor determines to have a direct interest in employment and training..."

State Coordination and Special Services Plan

The state (through the State Job Training Coordinating Council) must identify the state's employment and training needs and assess whether its services represent a consistent, integrated and coordinated approach to meeting those needs. The state must review state agency plans to ensure their relevancy, and effectiveness for employment and training and related service delivery systems in the state. Beyond that the state council must develop a series of coordination criteria which describe how the local units that receive JTPA funds will use a variety of state programs in delivering services to trainees.

The coordination criteria of the two-year plan is the only program policy element of the plan that is enforceable locally. This means governors may disapprove local JTPA plans that do not adhere to the criteria. This provision of the Act provides substantial new authority to states which, if properly used, provide the opportunity to develop cohesive and integrated employment and training activities that meet each state's needs. For the first time, there will be an active body advising the governor, the state legislature and the state agencies about planning, program, law and regulation changes that will make it easier for state systems to work with each other and with local systems to help the trainee become economically self-sustaining.

Educators may well want to recommend to the state council ways in which coordination with the education system can best be achieved. The state council is very likely to welcome good suggestions. The education representatives, the state council chair and/or the staff can usually be located through the governor's office or the state agency responsible for JTPA.

Key Provisions: Local Level

The Public/Private Partnerships

The new job training legislation creates a local public/private partnership structure that is unique in two important respects:

(1) It permits the locality to decide fundamental questions of administration and program design. Unlike most federal programs, no entity, public or private, is given presumptive authority to plan, to receive federal funds or to administer programs. Private Industry Councils (the local business-led policy making body), local governments, or third parties (including educational institutions) can perform any of these three basic administrative functions.

(2) It creates balanced roles for local public and private leaders in program planning and management. The PIC, in partnership with local governments, has policy and oversight responsibility for local programs. The PIC and chief elected local officials must agree on procedures for plan development, the selection of the grant recipient and the program administrator, and the final program plan and budget, or no funds may flow to the locality.

In addition, the PIC is given special responsibility to provide program oversight, that is to review, monitor, and evaluate the system in accordance with procedures the PIC itself develops.

PICs may or may not choose to take on such responsibilities as being the grant recipient or program administrator. The law allows PICs to define with their local elected officials, its own preferred level of involvement in the development of local JTPA policies and programs. Based on local priorities, politics, and experience, the PIC could limit itself to the role of establishing broad missions and strategies or it may become more actively involved in planning and program management.

Educational Representation on the Private Industry Council

Each service delivery area (SDA) must establish a private industry council. (A service delivery area is the geographical area comprised of one or more political jurisdiction designated by the governor to provide employment and training services under JTPA.) A majority (51%) of the membership must be representative of the business community with the balance of the membership representing educational agencies, community-based organizations, organized labor, rehabilitation agencies, economic development agencies and the public employment service. All members are appointed by a chief elected official of a unit of local government within the SDA.

The law states that representatives of educational agencies are to be representative of all educational agencies in the SDA and that educational representatives ... shall be selected from among individuals nominated by local educational agencies, vocational education institutions, institutions of higher education, or general organizations of such agencies or institutions, and by private and proprietary schools or general organizations of such schools, within the service delivery area.

Although there is a special nominating procedure for the business members of the PIC, the law does not specify a nomination process for other PIC members. Therefore, it is in the interest of local educational agencies in a particular SDA to communicate among themselves and establish a process for nominating their representatives to the PIC. Educators should follow the status of appointments to the PIC to ensure adequate and representative membership on the PIC for the educational community. Requests for information on the appointment process should be directed to the local elected officials responsible for appointing members or to the chairperson of the private industry council.

Under CETA, the prime sponsor's planning council had to have a representative of vocational education but could also include, at local discretion, representatives from other education and training agencies and institutions. JTPA does not specify the particular segment of the educational community that must be included on the PIC. This Act requires only that it is representative of all educational agencies in the SDA. This is one of several instances in JTPA where the relationship of employment and training for the disadvantaged to education is broadened beyond vocational education.

Therefore, whatever member of the educational community serves on the PIC, he/she must do so in a representative capacity, and be willing to speak on behalf of the many interests in education. Serving on the PIC also provides an

excellent opportunity to show a new and important group the excellence of the local education systems. Regular PIC meetings and activities are good opportunities to build community understanding and appreciation of the educators and educational institutions in the locality.

Local Job Training Plan

Because the law does not spell out institutional responsibilities and encourages local flexibility, the local plan is the blueprint for how the Act is implemented at the local level. Educational institutions will only be used at the local level to the extent that their potential contribution and resources are recognized by the local planners as they develop the plan. Educators must step forward both through their representative on the PIC, as representative of their organizations and as individuals and explain what they can do and want to do and how they can best do it. This should be done formally with the PIC and informally with the administrator and any planning committee.

The local job training plan must include the following elements:

- procedures for selecting eligible participants to be served under the Act;
- selection of service providers, including how appropriate educational agencies in the SDA can apply for the opportunity to deliver services;
- a detailed budget for two program years, and any proposed expenditures for the succeeding two program years;
- a description of methods for complying with the coordination criteria contained in the governor's coordination and special services plan;
- a description of the methods of coordination of program efforts if more than one SDA is included within a single labor market area;
- assurance of proper dispersal and accounting of funds; and
- procedures for the preparation and submission of the annual report to the governor.

The educational representative(s) on the PIC is responsible for ensuring that the education community is represented in the planning process. Educational agencies not directly represented on a PIC can review their local SDA plan by contacting the chairperson or an educational representative on the PIC.

Not less than 120 days before the beginning of the first two-year program cycle which starts July 1, 1984, appropriate local educational agencies and other public agencies in a service delivery area will be given the opportunity to review and comment on the plan. Although this preliminary plan can be revised before the final plan is due 80 days prior to July 1, some areas will have made preliminary decisions about choices for service providers. Educators should discuss coordination and program options with the private industry council prior to the initial draft of the plan.

Services That Educators Can Provide Under JTPA

Seventy percent of the funds available to an SDA from the basic training grant of JTPA (Title II) must be spent for training and training related activities.

In the local job training plan, SDAs may choose to provide any range of training activities which are best suited to the needs of the labor market area and to the needs of the target populations identified in the plan. Training activities are either classified as employability development (those types of activities generally directed at improving an understanding of the labor market, influencing positive work behavior, and upgrading basic learning and communication skills), and skill training (activities and instruction directly related to the teaching of specific occupation or job related skills).

The types of training activities, the amount spent on each activity and how the activities will be provided, are decisions that must ultimately be made by the PIC and local elected official(s). The PIC may participate in these decisions in the development of the plan or the PIC may exercise its responsibilities at the time that the plan is presented for the PIC's approval.

Educators are well equipped to provide many of the services that are cited in the law such as:

- Job Search Assistance -- a group of activities which provide information about available jobs, about how to look for jobs and individualized job search plans. Training can be for individuals and groups and can include job clubs. This assistance can be very effective and inexpensive for clients who have a marketable job skill. Job search assistance also may be a follow-up activity for clients who have successfully completed a skills training program.

- Pre-employment Training -- generally a classroom, structured activity which provides information about jobs, types of work, introduction to the world-of-work, instruction on correct resume preparation, how to complete employment applications, and an awareness of required work-place behavior.

- Bi-lingual Education -- specialized instruction for non-English and limited-English speaking clients designed to make them sufficiently fluent in English to proceed with their individual employability plans.

- Remedial Education and Basic Skills Training -- general instruction to improve reading, writing and computation skills of clients who have educational deficiencies.

- High School Equivalency (GED) -- generally, an activity, coupled with remedial education, which is designed to provide the equivalency certificate offered by the State Education Agency.

- Institutional Skill Training -- traditional occupation-specific training, which is provided by a public or private training vendor with demonstrated training capability. SDAs may buy class-size training or purchase individual training slots, or may negotiate with the vendor to customize a special program to train for an identified skill which is in demand.

- Employer-Specific Customized Training -- a training program designed to meet the special requirements of an employer who has entered into an agreement with the SDA

to hire new employees who are trained to the employer's specifications. The training may occur at the employer's site or may be provided by a training vendor able to meet the employer's requirements.

Of special interest to educators are four additional programs that the local SDA may choose to fund to meet the special employment needs of youth in the labor market area. They are:

- Education for Employment Program — a program to operate a network of learning centers at convenient locations throughout the SDA to prepare students to meet state and locally determined basic education competency and high school equivalency requirements. Services would be available to students, high school graduates with educational deficiencies, and high school dropouts, with priority for dropouts.

- Pre-employment Skills Training Program — an in-school program for youth, including 14 and 15 year olds, designed to provide up to 250 hours of instruction and activities in a variety of labor market, job search, and basic skill areas. Priority should be given to those not meeting established levels of academic achievement who plan to enter the full-time market upon leaving school.

- Entry Employment Experience Program — a program to provide subsidized employment opportunities in the public and private sectors for individuals who are enrolled in secondary level education, with priority to those not planning to go on to post-secondary education, and who meet other restrictions of Section 205(d).

- School-to-Work Transition Assistance Program — a program directed at high school seniors planning to enter the full-time labor market upon graduation. Transition services may include job search assistance and referral to training if necessary, including referral to adult training activities and the Job Corps.

Performance Standards

The new legislation is significantly different from CETA. JTPA emphasizes program performance criteria and deemphasizes regulatory compliance as a way of achieving the desired results. The new law:

- sees program funds as "investments" — upon which a healthy return should be realized — not an expenditure, forever lost;

- emphasizes the quality of training and job placements, not just the quantity of placements;

- emphasizes training to reduce welfare dependence; and

- rewards exemplary performance, and sanctions poor performance.

The Department of Labor has issued seven national standards — four for adults and three for youth programs. The adults standards are: entered employment (55%), cost per entered employment ($5,704), average wage at placement ($4.91) and welfare recipients who entered employment (39%). The three youth standards are entered employment rate (41%), positive termination rate (82%) and cost per positive termination ($4,890). These standards may be

adjusted by the governor using certain parameters to account for economic, geographic and demographic factors in the state and for client population characteristics and types of planned training services within substate service delivery areas.

According to DOL, a positive termination occurs if a young person has achieved at termination, one of the following outcomes: entered unsubsidized employment or met one of the youth employability enhancement definitions while attaining youth employment competencies recognized by the PIC. Youth employability enhancement means an outcome for youth, other than entered unsubsidized employment, which is recognized as enhancing long-term employability and contributing to the potential for a long-term increase in earnings and employment. Outcomes which meet this requirement are: 1) entered other JTPA training programs; 2) returned to full-time school; 3) for ages 14-15, completed program objectives; or 4) completed major level of education.

Educational leaders should work closely with private industry councils and the governor in the development of youth employment competencies to ensure a collaborative process in the development of basic educational, employability, and occupational skill specifications that are compatible with those that employers use and recognize.

If a service delivery area is not able to meet the prescribed standards after one year, the governor must provide technical assistnace. If after two years, the SDA fails to meet performance standards, the governor is mandated to impose a reorganization which may restructure the PIC, prohibit the use of certain providers or select an alternative entity to administer the program. If an SDA exceeds the performance standards, it is eligible for incentive funds from the governor.

Selection of Service Providers

Although educational institutions have historically provided services under job training programs and are well positioned to continue to do so, there are many factors which will ultimately determine who provides training/education activities in any given SDA.

The local job training plan is required to specify local procedures for selecting service providers -- a specific selection process is not mandated in federal law. The law does require that:

- the primary consideration in selecting service providers be the demonstrated effectiveness of the organization in delivering comparable or related services. This is thought of as the record of providing quality training at a reasonable cost to trainees with specific client characteristics. This placement record will be increasingly important in seeking JTPA contracts.

- no occupational skill training programs be funded unless the level of skills taught in the program are in accordance with guidelines established by the private industry council;

- proper consideration be given to community based organizations as service providers;

- appropriate education agencies in the area be given an opportunity to provide services unless the administrative entity demonstrates that alternate organizations would be more effective;

- o in general, programs not duplicate facilities or services available in the area from federal, state or local sources unless it is demonstrated that an alternate would be more effective.

These last two provisions will encourage, to some extent, the use of educational institutions as service providers by the SDA. However, the ultimate measure in the selection of service providers is their "demonstrated effectiveness" in meeting performance goals, costs, etc. If public educational institutions are not able to offer competitive performance in contracts, if they are not as successful at placement as proprietary institutions, or if they do not become active in the planning process where target groups and services are identified, then there are no assurances or guarantees to their involvement as service providers.

Education agencies must, therefore, be active in identifying and in developing programs which specifically address the needs of the target groups being considered in the local SDA plan. Education agencies should also adequately describe and document demonstrated effectiveness in the programs they will use to provide services to the target groups. A pro-active involvement in the development of the local SDA plan, together with a comprehensive and professional coordination of the delivery of services, will make educational agencies/institutions better able to serve the targeted population and place them in a better position to receive contracts to provide services under the Job Training Partnership Act.

Educators need to be aware of other factors that will have direct impact on their decision to be service providers as well as whether they are chosen as providers:

(1) Only 15% of the funds available to the SDA can be used for supportive services. While this cap may be waived under certain circumstances, funds for stipends, day care, transportation, etc. are going to be significantly limited. Many eligible clients will not be able to afford extended training programs. Educational institutions will want to consider how they can offer flexible, short-term, open entry/open exit, competency-based programs. Post secondary institutions should explore opportunities for part-time jobs for their JTPA trainees and the use of federal and state programs that provide financial assistance to needy students such as the Pell Grant Program, the Supplemental Education Opportunity Grant and the State Student Incentive Grant. Most JTPA clients would also qualify for the federal work-study program if they are enrolled at least half time in a higher education institution.

(2) JTPA establishes specific national performance standards for a certain percentage of trainees to enter nonsubsidized employment, and to secure a minimum average hourly wage. The emphasis on placement coupled with a 15% limit on administrative costs (which can not be waived) is encouraging PICs and program administrators to enter into performance based contracts rather than the more traditional cost reimbursement and fixed unit cost formats.

Performance contracting allows employment and training operators to charge the entire cost of the contract to training, including administrative costs and support services, when the agreement (1) is for training, (2) is fixed unit price (no line-item budget is required), and (3) stipulates that full payment for full unit price will be made only upon completion of training by a participant and placement of the occupation trained for, and at not less than the wage specified in the agreement.

Performance contracts require service providers to accept some risk, i.e. payment could be withheld for non-performance.

Educational institutions will want to weigh the pros and cons of entering into a performance contract. Job placement will probably be a new undertaking for most educators. However, educators can also view performance contracting as rewarding performance rather than penalizing nonperformance. Performance contracts can be structured to cover the costs of the program by basing payment on units of training offered and then offering additional payments as incentives for placement. In this way, educators share the risk with PICs and SDAs. Performance contracts may soon become the predominate way of doing business under JTPA. PICs are likely to request performance contracts because employment and training administrators believe they bring improved results. For further information on performance contracting, contact the National Alliance of Business' Training Department, which has developed a number of publications and seminars on the subject.

Statewide Programs

Educational institutions also have the opportunity to compete for and receive federal funds distributed by the state. There are three sources of funding:

- 8% Education Set-aside,
- 3% Older Worker Set-aside, and
- Title III-Dislocated Worker.

State Education Coordination and Grants Program

The State Education Coordination and Grants Program is viewed as the principle mechanism for state incentives to coordinate education with local training efforts under JTPA.

The State Education Coordination and Grants Program is also known as the education set aside. Eight percent of the funds that flow to the state under the core training grant (Title II, Part A) must be provided to one or more educational agencies within the state. (There is no presumptive status for any state or local educational agency to receive these funds.) These funds are for two purposes:

(1) Up to 20% of the state educational set aside (or 1.6% of Title II, Part A) may be used to facilitate training/education coordination through technical assistance, professional development, job placement, counseling, and curriculum development.

(2) A minimum of 80% of the education set aside (or 6.4% of Title II, Part A) must be used for education and training services to eligible participants, developed through cooperative agreements between the state education

agency, local service delivery area administrators for JTPA and local education agencies.

The 80% portion of the education set aside must be matched equally by other than JTPA resources. The statute allows the use of other federal funds at the disposal of states and localities to provide all or part of this match unless such use is restricted by the other statute. (Attached to this paper is a summary prepared by the Minnesota State Department of Education on some of the federal education programs that may be used as a source of matching funds for the 8% education grant and two federal memos on the use of federal funds to satisfy matching requirements.)

Matching funds may include the direct cost of employment and training services provided by state or local programs, e.g., vocational and adult education funded programs, cash, equipment, facilities, services and supplies funded from other sources, such as attendance based formula aid, college full-time equivalency aid, high school-equivalency aid and other state categorical grants, as well as in-kind contributions.

Three-fourths of the 8% education set aside must serve the economically disadvantaged. One-fourth can be used to serve other participants under the Act, such as displaced workers. At least 70% of these funds must be used for training and a maximum of 15% may be used for administrative costs.

If no cooperative agreements are reached for the 80% portion of the set aside, these funds revert to the governor for use in other state wide activities.

The 8% education set aside is different from similar funds available under CETA in that it is not directed specifically at providing vocational education services. Initial surveys on the distribution and use of the 8% funds reveal a broader range of educational institutions and activities being funded through this set aside than under CETA. Community colleges in particular appear to be receiving more of the educational set aside funds than they have in the past.

Each state has its own priorities and processes for dispersing these funds. Factors that differ from state to state include:

- o which state agency(ies) is responsible for distributing the funds;
- o whether the funds are distributed by formula or on a competitive basis;
- o the degree of PIC involvement and support in the local educational agency's request for the 8% funds; and
- o the activities that can be undertaken with the funds.

Some states are distributing the funds directly to SDAs where agreements will be negotiated with local educational agencies while other states are making these funds available to state educational agencies who are then responsible for how the funds are allocated and used. Local educational institutions should contact the SJTCC and state education agencies for information on how to best

access these funds. In many states, these funds are just now beginning to flow to local institutions due to prolonged negotiations at the state level on how they should be used and the procedures for distributing the funds.

Older Workers Program

The Act requires the governor to use 3% of the funds allocated to the state under the core training title (Title II, Part A) to provide job training for older workers who are disadvantaged and 55 years of age or older. These programs are legally required to be developed in conjunction with service delivery areas and designed to assure training and placement in employment with private business concerns.

After consultation with PICs and local elected officials, the governors may also enter into agreements with public agencies, nonprofit private organizations and private business concerns to provide job training. Consideration must be given to growth industries and jobs reflecting use of new technological skills.

Postsecondary institutions may be particularly suited to develop proposals for the 3% Older Worker set aside.

Dislocated Workers

JTPA authorizes an entirely new program to assist experienced workers who have permanently lost their jobs to technological displacement, foreign competition or other structural changes in the economy. Title III, also called the "dislocated worker" program, provides federal funding for state-administered employment and training services aimed at reemploying the victims of displacement.

The feature of this new program that may be of most interest to educational institutions is that Title III is very flexible — states are given broad authority over who is served, how the program is planned and administered, how resources are distributed and what services will be provided. Eligible individuals do not need to qualify as economically disadvantaged to receive Title III funds. Title III is a discreet source of funding available to the states separate from the core training program under Title II.

Seventy-five percent of the Title III funds are distributed to states by formula. These funds must be matched from another public or private non-federal source. The Department of Labor is allowing governors to define what specific types of contributions can be used to match JTPA funds. Possible sources are in-kind contributions, employer wages paid to on-the-job training participants, and costs for space, equipment and vocational education teachers' salaries (local and states funds). Up to 25% of the Title III funds can be distributed to states at the discretion of the Secretary of Labor. These funds do not require matching funds.

Since this is a new program with few guidelines, there are no hard and fast rules for how states are distributing the funds. Some states are contracting directly with service providers, others are making funds available through local private industry councils. Postsecondary institutions should be likely providers of training to dislocated workers. Educational institutions that are interested in

developing programs for dislocated workers should work closely with labor unions, their local private industry council and the employment service to determine what services for displaced workers are needed in their community.

The law contains three specific provisions concerning the identifications of job and training opportunities for Title III participants that educators should bear in mind as they develop proposals:

(1) The states, with the assistance of the private industry council, shall determine, what, if any, job opportunities exist within the local labor market area or outside the labor market area for which such individuals could be retrained.

(2) The state shall determine whether training opportunities exist or could be provide within the local labor market area.

(3) Whenever such training opportunities are identified, information concerning the opportunities shall be made available to the individuals.

A key principle underlying these provisions is to link retraining, as much as possible, with actual job opportunities — to start with the job specifications and train accordingly.

For further information on how the states are using and dispersing the funds, educational institutions should contact the State Job Training Coordinating Council.

Conclusion

The strength of the Job Training Partnership Act is its emphasis on partnership. The partnership is created so that public and private community leaders and institutions can contribute their special expertise for the benefit of those who need a second chance at the job market and at economic independence. When the Partnership Act is evaluated, the involvement and contribution of the education community will be an important measure of the law's success. JTPA clients cannot become economically independent without the education necessary to help them develop specific job skills and to make life decisions that help them grow in their jobs.

This paper is written to give educators a basic understanding of the Job Training Partnership Act and to discuss the opportunities available to them to provide services to the economically disadvantaged and long-term unemployed. It is also hoped that PIC members and employment and training professionals will be able to use this document as a tool to begin or continue a meaningful dialogue with educators on their role in the Job Training Partnership Act.

The law is unique in that it allows and encourages innovation and creativity in the design of institutional relationships as well as in the education and training for the JTPA client. Nevertheless the law does not require the participation of

any particular group in JTPA beyond membership on the state and local councils. Therefore it is imperative that those institutions that have services to offer to JTPA take the initiative to be involved and work with their private industry council. Educators will be competing with community-based organizations, proprietary schools, and to a certain extent, among themselves.

A knowledge of the law and a willingness to communicate are likely to be the hallmarks of the institutions that are active partners in the Job Training Partnership Act.

It is hoped that this paper will encourage educators to seek further information on the Job Training Partnership Act. More comprehensive and detailed material on JTPA is available from NAB's Clearinghouse or one of NAB's ten regional offices listed here.

TIPS FOR COMBINING EDUCATION AND JTPA FUNDING

The Minnesota State Department of Education recently prepared a paper on "Tips for Combining Education and JTPA Funding in Minnesota." Distributed by the National Governors' Association,[3] the paper provides many helpful guidelines that are not just "Minnesota-specific." Several reasons it provides for combining education and JTPA funding are to:

- Extend services to additional JTPA-eligible persons who may not be served with JTPA funds alone;
- Serve non-JTPA eligible persons whose needs can be met in a program;
- Improve the quality and diversity of services to better meet the needs of youths or adults;
- Stretch JTPA and/or education funds. (Such co-funding can be cost-effective.)

The paper notes that funds from the following parts of the Act can most easily be combined with education resources:

Title I Part B - Additional State Responsibilities
Section 123. State Education Coordination and Grants
Section 124. Training Programs for Older Individuals
Section 125. State Labor Market Information Programs

Title II Part A - Adult and Youth Programs
Part B - Summer Youth Employment and Training Programs

Title III Employment and Training Assistance for Dislocated Workers

Title IV Federal Administered Programs
Part A - Employment and Training Programs for Native Americans and Migrant and Seasonal Farmworkers
Part C - Veterans' Employment Program
Part D - National Activities

The tables on the following pages presents education/JTPA program combinations that can be developed with federal funds. In addition to listing these funding combinations, the paper recommends the use of various student financial aide programs, i.e., scholarships, grants, loans, work-study, to help overcome the stipends limitation under JTPA.

[3]Minnesota State Department of Education, Linkages Service Unit. "Tips for Combining Education and JTPA Funding." Implementing the Job Training Partnership Act Information Exchange. Washington, D.C.: National Governors' Association, October 11, 1983

Joint Education/JTPA Funding

Funding Combination	Program Purpose	Parameters for Combining Funding
Federal Education for the Handicapped Act (EHA Title VII-B, P.L. 94-142) and JTPA Ideas for cosponsored programs: • Basic skills programs • Placement services • Special instruction • Related services	Federal funds supplement state and local efforts in providing an appropriate education program for handicapped youth ages 3-21 who have not completed high school. The funds may be used to provide special instruction and related services to educationally handicapped youth. The amount of funds available to a school district is based on an annual unduplicated handicapped child count.	These funds <u>can</u> be used in conjunction with JTPA under certain circumstances. <u>Matching</u> Federal EHA money <u>can</u> legally be used as matching funds for JTPA education setaside programs, but <u>not</u> for JTPA Title III dislocated worker programs.
Indian Education Act (Title IV-A) and JTPA Ideas for cosponsored programs: • Tutorial services • Remedial services • Counseling • Special cultural programs	This federal program is in two parts. Part A is an entitlement program in which the federal office funds local education agencies and/or tribal schools directly to support special projects for Indian pupils. It is a per pupil aid based on a formula. Part B is a discretionary grant program for pre-kindergarten through grade twelve which supports educational services, program planning and development of innovative programs. Eligible applicants include state education agencies, local education agencies and Indian schools.	Local education agencies may apply for any program activities that would benefit Indian pupils, as defined by a local committee of Indian parents. JTPA funds and these funds <u>can</u> be used in combination with each other to fund up to 100 percent of a program. <u>Matching</u> This Indian Education funding <u>cannot</u> legally be used a matching funds for JTPA.
Migrant Education, Part of Educational Consolidation Improvement Act (ECIA) and JTPA Ideas for cosponsored programs: • Secondary instruction • Remedial instruction • Career development instruction • Counseling	The purpose of this federal program is to provide supplementary instructional services to migrant students so they can perform in school on an equal level with their peers. Programs may operate during the summer or on a year-round basis depending upon when migrants are living in the community.	Migrant education funds <u>can</u> be supplemented with JTPA funds. <u>Matching</u> Migrant education <u>can</u> legally be used to match JTPA eduation setaside programs but <u>not</u> JTPA Title III dislocated worker programs.

Joint Education/JTPA Funding

Funding Combination	Program Purpose	Parameters for Combining Funding
Regular Block Grant Program, Title II of Educational Consolidation Improvement ACT (ECIA) and JTPA Ideas for cosponsored programs: • Career counseling • Job seeking skills seminars • Career center materials, including appropriate computer software	Thirty smaller categorical programs have been combined into a single larger federal program. Schools may expend funds for any of the 30 original programs. Some services related to JTPA are: 1. Improving local educational practices 2. School libraries and instructional resources 3. Basic skills improvement 4. Community schools 5. Consumer education 6. Gifted and talented 7. Metric education 8. Ethnic heritage studies 9. Law-related education 10. Career education 11. Youth employment education 12. Environmental education 13. Health education 14. Correction education 15. Guidance, counseling, testing 16 Educational proficiency standards 17. Alcohol and drug abuse 18. Follow-through (Economic Opportunity Act) 19. PUSH for excellence	The combination of income from JTPA and the Regular Block Grant <u>can</u> equal up to 100 percent of the total expenditure for the program. Regular Block Grant funds <u>cannot</u> be used to replace spending for a previously locally or state-funded program. However, these funds <u>can</u> replace spending in a program previously funded with any kind of federal money. <u>Matching</u> Regular Block Grant funds <u>can</u> legally be used to match JTPA education setaside funds. They <u>cannot</u> be used as matching funds for JTPA Title III dislocated worker programs.

Joint Education/JTPA Funding

Funding Combination	Program Purpose	Parameters for Combining Funding
Special Block Grant Program, Title II of Educational Consolidation Improvement Act (ECIA) and JTPA Ideas for cosponsored programs: • Job clubs, job seeking, skills seminars • Career center materials including appropriate computer software • Career counseling	Discretionary funds are provided for exemplary programs in any one or combination of the same 30 programs which were consolidated to create the Regular Block Grant, above. Grants are awarded on a competitive basis from federal funds.	The combination of income from JTPA and the Special Block Grant <u>can</u> equal up to 100% of the total expenditure for the program. Special Block Grant funds <u>cannot</u> be used to replace spending for a previously state or locally-funded program. However, these funds <u>can</u> replace speding in a program previously funded with any kind of federal money. <u>Matching</u> Block Grant funds <u>can</u> legally be used to match JTPA education setaside funds. These funds <u>cannot</u> be used as match for JTPA dislocated worker programs under Title III.
Title I/Chapter 1 of Elementary and Secondary Education Act (ESEA)/ Educational Consolidation Improvement Act (ECIA) and JTPA Ideas for cosponsored programs: Reading programs for underachieving K-12 pupils Basic math for underachieving K-12 pupils	This federal program provides supplementary instruction in basic skills to elementary and secondary pupils who are not achieving with their age mates.	Local school districts <u>can</u> include JTPA monies in their Title I/ Chapter 1 project propsoal without the loss of fiscal entitlement. <u>Matching</u> These funds <u>can</u> legally be used to match JTPA education setaside funds. This funding source <u>cannot</u> be used to match JTPA dislocated worker monies under Title III.

Joint Education/JTPA Funding

Funding Combination	Program Purpose	Parameters for Combining Funding
Federal Refugee Act and JTPA Ideas for cosponsored programs: • Tutors or instructional aides for refugee youth • In-service training for teachers working with refugee youth • Parental involvement in educational programs for refugee youth • English as a second language teachers for refugee youth • Bilingual education staff and materials for refugee youth	The federal Refugee Act provides school districts with supplementary funds for costs incurred in offering English language instruction for refugees. Teacher salaries, teacher aide salaries, appropriate materials and inservice training can be funded with this source. Funding is based on a formula which uses the age of the refugee youth and the time of arrival. More funds are granted to older youth who are more recent arrivals.	The combination of income from JTPA, limited English Proficiency, Bilingual Education and/or Refugee funds can equal up to 100 percent of the total expenditure for the program. Matching Federal Refugee funds can legally be used as matching funds for JTPA education setaside programs. These monies cannot be used as matching funds for JTPA dislocated worker programs under Title III.
Bilingual Education and JTPA Ideas for cosponsored programs: • English as a second language (ESL) • Bilingual education • Bilingual support services including tutors, aides, counselors, and social workers experience	Services funded through this federal source are designed to build the capacity of a school district to offer bilingual educational services and/or English as a second language training. Allowable costs include teacher aide salaries, appropriate materials, inservice training, student support services and parent involvement.	Funding is based upon annual national competition. Funding is for a maximum of three years. The combination of income from JTPA, LEP and/or Bilingual Education can equal up to 100 percent of the total expenditure for the program. Matching Federal Bilingual Education funds can legally be sued for JTPA education setaside. These monies cannot be used for matching funds for JTPA dislocated worker programs under Title III.

Joint Education/JTPA Funding

Funding Combination	Program Purpose	Parameters for Combining Funding
Upward Bound and JTPA Ideas for cosponsored programs: •Residential/school services on site at a college or university, especially during summer • Services at high schools where Upward Bound students are located • Services at a work site	Federal funds for Upward Bound are to provide pre-college/post secondary services to low income ninth, tenth, eleventh and twelfth graders. Services include supplementary instruction, tutorial services, academic/ vocational counseling and financial aid advising.	Upward Bound and JTPA funds <u>can</u> be combined to fund a program. The combination of funds can equal up to 100 percent of the cost of the program. <u>Mathcing</u> Federal Upward Bound funds <u>can</u> legally be used as matching funds for JTPA education setaside programs, but <u>not</u> for JTPA dislocated worker programs under Title III.
Talent Search and JTPA Ideas for cosponsored programs: Counseling Referral Financial aids services Interest, vocational and academic testing	Federal Talent Search funds assist participants in entering college or vocational schools, encourage dropouts to return to secondary and post secondary schools and help participants to complete high school or the GED Eligible participants can be low income, first generation college students, women, handicapped, veterans, racial/ethnic minorities or school dropouts.	Talent Search and JTPA <u>can</u> be combined to fund a program. The combination of funds can equal up 100 percent of the cost of the program. <u>Matching</u> Federal Talent Search funds <u>can</u> legally be used as matching funds for JTPA education setaside programs, but <u>not</u> for JTPA dislocated worker programs under Title III.
TRIO Special Services and JTPA Ideas for cosponsored programs: Counseling Support services Tutorial services	TRIO Special Services provide counseling, tutorial and support services on campus for economically disadvantaged or handicapped posts-secondary students. TRIO is a federal funding source.	TRIO Special Services and JTPA funds <u>can</u> be combined to fund a program. The combination of funds can equal up to 100 percent of the cost of the program. <u>Matching</u> Federal TRIO Special Services funds <u>can</u> legally be used as matching funds for JTPA education setaside programs, but <u>not</u> for JTPA dislocated worker programs under Title III.

Joint Education/JTPA Funding

Funding Combination	Program Purpose	Parameters for Combining Funding
Adult Vocational Consumer Homemaking Federal Aid and JTPA Ideas for cosponsored programs: • On worksite courses for employees to balance work and family responsibilities • Career transition services	Consumer and homemaking education programs are intended to encourage both females and males to prepare for combining the roles of homemakers and wage earners and to prepare females and males who have entered, or are preparing to enter into the work of the home.	School districts are eligible to apply for consumer homemaking funds. Requests for proposals are disseminated annually in the spring with funds available July 1. The funding ratio for the first two years is 90%/10% (the 10% match can be inkind) and 75%/25% (the 25% match must be "cash") for the third year. Aids are available for staff salaries, fringe, supplies and staff transportation. The 10% to 25% match can legally come from a variety of sources, including JTPA. Matching Fedral Adult Vocational Consumer Homemaking Aid can legally be used to match JTPA education setaside programs, not JTPA Title III dislocated worker programs.
Federal Vocational Education Aid for Special Needs and JTPA Ideas for cosponsored programs: • Job seeking/keeping skill development • Job literacy skill courses and tutoring • Assessment/ evaluation of individual needs as related to job seeking/keeping and job literacy	Federal funds provide for courses or services designed to serve handicapped, disadvantaged or special populations through an adult program sponsored by an AVTI.	JTPA funds can cover up to 100 percent of the adult expenditures not paid by federal special needs aid. When JTPA pays for tuition or other student fees, there is no affect on the program income from vocational education. Matching Federal vocational aid cannot be used for JTPA matching with Title III dislocated worker programs, but can be used for matching in JTPA education setaside programs. Also, JTPA funds cannot be used to match federal vocational funds.

Joint Education/JTPA Funding

Funding Combination	Program Purpose	Parameters for Combining Funding
Federal Adult Education Act & JTPA Ideas for cosponsored programs: • Basic skills programs • Classes in decision-making, problem-solving and interpersonal communication skills • Training in job seeking and keeping skills and the utilization of community resources • Adult evening high school diploma programs • General educational development (GED) preparation programs (but not GED testing)	Adult Basic and Continuing Education (AB/CE) programs serve persons 16 years of age and over who are not enrolled in elementary or secondary school and who have educational needs below the level of 12th grade completion. AB/CE programs focus on baisc academic, coping and adaptive skills needed to function effectively in society and to find and benefit from further training. The emphasis of each federal AB/CE grant is on serving adults wtih needs below the level of 9th grade completion.	Local education systems and public and private non-profit organizations are eligible to apply for federal AB/CE funds. Requests for proposals are disseminated annually around March 1 with aids available July 1. Federal AB/CE funds require a 10 percent match, which can be inkind. These funds <u>can</u> cover staff and other approved adult education program costs in a JTPA cosponsored program. <u>Matching</u> Federal AB/CE funds <u>can</u> legally be used to match JTPA education setaside programs, but <u>not</u> JTPA Title II dislocated worker programs. JTPA funds cannot be used to match federal AB/CE programs.
Federal Adult Education Staff Development and Special Projects & JTPA Ideas for cosponsored programs: • In-service training programs which prepare adult educators to serve special target populations, including handicapped, limited-English proficient unemployed adults • A pilot project to develop a regional referral network of all adult education, employment and training and social service organizations	Federal Adult Education Section 310 Aids may be used to fund adult basic and continuing education (AB/CE) teacher training activities and/or exemplary projects beyond the scope of "regular" AB/CE projects.	Local education systems and public and private non-profit organizations are eligible to apply for federal Section 310 funds. Requests for proposals are disseminated annually around March 1 with aids available July 1. These funds require a 10 percent match which can be in-kind. JTPA and adult education Section 310 funds <u>can</u> be combined to cover the costs of a cosponsored program. <u>Matching</u> Federal Adult Education Section 310 funds <u>can</u> legally be used to match JTPA education setaside programs, but <u>not</u> JTPA Title III dislocated worker programs. JTPA funds <u>cannot</u> be used to match Section 310 funds.

August 24, 1983

DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION

PROGRAM MEMORANDUM OVAE/DVES - FY 83 - 26

SENT BY: LeRoy A. Cornelsen
Director
Division of Vocational Education Services

SENT TO: State Directors of Vocational Education
Executive Directors, SACVE
Executive Director, NACVE

SUBJECT: The Use of Federal Vocational Education Funds to Satisfy Matching Requirements of Other Federal Programs

We have received several inquiries as to whether Federal funds, awarded under the Vocational Education Act of 1963, as amended (20 U.S.C. 2301 et seq.), may be used to satisfy the matching requirements of other Federal programs, such as those authorized by the recently enacted Job Training Partnership Act, Public Law No. 97-300.

The Vocational Education Act and its implementing regulations establish the rules governing the allocation, award, and use of Federal vocational education funds. Neither the Vocational Education Act nor its implementing regulations prohibit using Federal vocational education funds to satisfy the matching requirements of other Federal programs. Therefore, as long as the Federal vocational education funds are allocated, awarded and used in compliance with the Vocational Education Act and its implementing regulations, there is no legal impediment under that Act and those regulations to also using those funds to satisfy a matching requirement of another Federal program. However, the absence of a legal impediment under the Vocational Education Act and its implementing regulations is not a complete answer to the question; a complete answer requires a consideration of whether (or to what extent) the statute and regulations implementing the other Federal program permit the use of Federal vocational education funds to satisfy the other programs's matching requirement. Thus, for example, the question whether Federal vocational education funds may be used to satisfy matching requirements under the Job Training Partnership Act ultimately turns on the interpretation of that Act and its implementing regulations. For assistance in making such interpretations we encourage the States to contact the Federal Department or agency that administers the "other program" involved, in this case the United States Department of Labor.

It should also be noted that States may not use State or local funds to satisfy a matching requirement under the Vocational Education Act as well as a matching requirement of some other Federal program, such as the Joint Training Partnership Act. For example, Part I(C.)(1.)(f.) of Appendix C ("Principles for Determining Costs Applicable to Grants and Contracts with State and Local Government") to 34 CFR Part 74 provides that "to be allowable under a grant program, costs must . . . not be allocable to or included as a cost of any other federally financed program in either the current or a prior period." See also 34 CFR 74.53(b).

Please direct any questions you may have to Dr. LeRoy Cornelsen, Director, Division of Vocational Education Services, 400 Maryland Avenue, S.W., ROB-3, Room 5636, Washington, D.C. 20202, telephone number (202) 472-3440.

U.S. DEPARTMENT OF LABOR Employment and Training Administration Washington, D.C. 20213	CLASSIFICATION JTPA
	CORRESPONDENCE SYMBOL TGRO
	DATE October 31 , 1983

DIRECTIVE : FIELD MEMORANDUM NO. 61-83, Change 6

TO : ALL REGIONAL ADMINISTRATORS

FROM : ROYAL S. DELLINGER Royal Dellinger
Deputy Assistant Secretary
for Employment and Training

SUBJECT : Questions and Answers on Implementation of the Job Training Partnership Act (JTPA) and Wagner-Peyser Amendments

1. Purpose. To transmit the sixth and final series of subject questions and answers.

2. Background. FM 61-83 established procedures for raising and answering questions on JTPA implementation. Changes 1 through 5 transmitted questions and answers. Those procedures are being revised and new procedures will be announced in the near future. It is anticipated that this will be the last series of questions and answers under these procedures.

3. Action Required. Regional Offices shall assure that copies of the attached questions and answers are provided as soon as possible to all appropriate regional staff and to all State liaison staff.

4. Inquiries. Direct questions to the appropriate desk officer.

5. Attachments. Questions and answers.

RESCISSIONS	EXPIRATION DATE
	May 31, 1984

DISTRIBUTION

66. Q. May Federal funds be used as matching funds for JTPA programs that require matching ?

A. While matching funds are required for State education coordination and grants authorized under Section 123 and for formula funded dislocated worker programs authorized under Title III the answer differs for each of these two programs. For State education coordination and grants, Federal funds may be used as matching funds provided that 1) in accordance with Section 629.40 the Governor defines allowable matching funds to include other Federal funds; and 2) the other Federal statute(s) permit the funds they authorize to be used for matching purposes. For Title III formula funded dislocated worker programs, Section 304 of the Act specifies that matching funds must be non-Federal.

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January 1984

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BECOMING PARTNERS:

How Schools and Companies Meet Mutual Needs

by

Richard A. Lacey

Fall 1983 RR-83-33

RESEARCH REPORT SERIES
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EXECUTIVE SUMMARY

Diverse leaders in business, industry, public schools and school systems, and various non-profit organizations are expressing interest in creating, replicating and improving the quality of public-private "partnerships." The National Commission on Excellence in Education, the Twentieth Century Fund and the Task Force on Education for Economic Growth (a project of the Education Commission of the States) and High School, by Ernest Boyer for the Carnegie Foundation for the Advancement of Teaching -- all recommend business-school partnerships as a strategic component of comprehensive long-range school improvement efforts. A few school-business partnership models have thrived for several years, but signs have recently appeared to indicate that more than a handful of companies that have been linked with public schools for a few years are disillusioned with what one observer calls "dry rot" -- problems that seem intractable because of institutional resistance to change. Corporate and public sector decision makers who are considering the serious step of becoming partners should understand the critical elements for creating and sustaining cooperative relationships.

My thesis is that the sustained vitality of a partnership reflects the quality of trust developed at all levels of the collaborating organizations. Business people have the reputation of having little patience with process. Yet the key to successful partnerships is development of strong mutual commitments to long-term collaboration. Such "product" goals as improved achievement in basic academic skills or increased employability of youth depend on a relationship of trust to resolve difficult long-term problems.

Successful partnerships are characterized by three complementary themes:

(1) Personal Involvement: Ongoing visible and personal commitment from top level corporate executives can determine how well a partnership matures. The quality of personal working relationships at all levels of schools and companies determines how well the partnership achieves its goals over time.

(2) Networking: In a climate of effective communication, commitments to partnerships develop rather than level off or decline over time. At the level of the individual school building, teachers, school administrators, and company employees learn each other's languages and ways. When several schools and companies form partnerships, exchanges of ideas and bartering of resources become possible. When collaboration occurs throughout a metropolitan area, informal as well as official exchanges of views among corporate executives and public sector leaders suggest possibilities for strategic approaches to problems such as youth unemployment and improvement of public confidence in and support of local schools.

(3) Systematic management of program planning and start-up: Methods required to stimulate and maintain active involvement of company volunteers and seasoned school personnel in joint projects require a framework for sound management.

Good Partnerships Get People Involved

Several models of partnerships have emerged -- most of them small and scattered around the country. The manageable size of most of these programs is one of the keys to their success.

Another key reflects a characteristic of successful school

improvement efforts identified in research literature -- that is, the programs are designed, managed and modified at the local level, by people close to the individual schools -- often directly by school staff in cooperation with designated counterparts in companies. Large-scale replications are rare, and those that are attempted, such as Adopt-A-School, must be adapted to local circumstances.

Projects that expand prematurely can become stretched thin and vulnerable. When management is incoherent and overextended, poor communication erodes enthusiasm and ability to retain volunteers through follow-up, personal recognition and refinement of program elements. As top managers lose interest, the program expires.

A major and justified concern among large district program managers is that pressure for evidence that partnerships exist system-wide combined with inadequate managerial resources will lead to mediocrity of programs, decline in interest and support, and the ultimate verdict that partnerships were the fad of the early eighties.

Characteristics of early stages of education partnerships that successfully address mutual needs and resources are:

(1) Active and visible support of top leaders on both sides of the school-business equation;

(2) Managers who are able to communicate equally well in the two contrasting "cultures" of private business and public schools--cultures with different languages, traditions, values and ways of working.

(3) Emphasis upon contributions of human resources rather than financial and material resources.

Companies that merely contribute money lose interest, yet when partnerships concentrate on building strong personal relationships,

the enthusiasm generated within companies often leads to major contributions of material resources.

A corporate budget is necessary to support various activities and in-kind contributions, especially the time of a corporate program coordinator, which can easily amount to 7-10 percent of a full-time job in a small program involving a handful of employee or retiree tutors. As enthusiasm mounts, so can in-kind costs -- especially if managers (to provide role models for minority youngsters, for example) are released. Provision for expansion should be planned.

School-business partnerships formed to improve the employability of non-college-bound, minority and disadvantaged youth are best created through activities that foster informal communication throughout the network of people who can move and shake the employment system.

Program Features in Five Cities

In July, 1983 I conducted an in-depth case study of interviews and seminars involving major business and school leaders in Memphis, Tennessee. I had judged the Memphis Adopt-A-School program to be the most energetic and illuminating program among 55 tested school-business partnership efforts that I reviewed in 1982 with Henrietta Schilit (editor-publisher of You & Youth newsletter). The program emphasizes personal involvement of company employees in neighboring schools with the expressed purpose of improving public perception and support of the schools. Leaders in business, local government and the schools tend to agree that the Adopt-A-School program was in large part responsible for the recent overwhelming approval of a sales tax increase, 50 percent of whose revenues will support the schools, and

for a marked increase in the number of white and middle class students returning to the public schools.

I compared and contrasted information from interviews and materials in Memphis with related information in Chicago, New York City, Salt Lake City, and Boston about the early stages of program development. School-business partnerships in these four cities in relation to Memphis are sufficiently varied in scale, purpose, type, quality and maturity to present a broad cross section of urban school-business partnerships. However, I also drew upon salient examples of critical elements and themes of early program development in other cities.

Prominent features of programs in each of these cities are:

1. Chicago: There is a long history of business involvement in the public schools, especially through Chicago United, a non-profit organization that links schools and business, and the Executive Service Corps, a group of private sector volunteers. Upon becoming General Superintendent of Schools, Dr. Ruth Love cited the development of school-business partnerships as a priority of her administration. The theme of the Chicago program is mastery of basic academic skills. Dr. Love's promotion of Adopt-A-School thoughout the business community has extended her successes in developing the original model when she was Superintendent in Oakland, CA. Despite evidence of problems of rapid expansion, limited staffing and mixed informal views of the quality of programs, a recent evaluation by Chicago United was positive. One reason for the perceived success of the Chicago program is that well established school-business partnerships have agreed to call themselves "adoptions."

2. New York City: The business community has collaborated with the New York City Public Schools since 1915. Last year, co-op students earned over $25 million in part-time jobs with over 3,000 employers. A variety of nationally significant school-business partnership models have emerged in recent years: notably, the Partners for the Advancement of Electronics program at George Westinghouse Vocational-Technical High School, the Murry Bergtraum High School for Business Careers, and a three-year work-study curriculum model developed by Citibank. The most recent development, called "Join-A-School," began as an inspiration at the tail end of Chancellor Frank Macchiarola's administration and underwent rapid changes in focus and design before Mr. Macchiarola became president of the New York City Partnership, an organization of major corporate and civic leaders. The program is undergoing further changes during the transition of chief school administrators and will evidently focus like Chicago on improvement of basic academic skills.

3. Salt Lake City: The Adopt-A-School program reflects a strong tradition of community voluntarism in support of the schools. Although the city is unique, its schools display characteristic problems of urban school systems. The contributions to the schools on the part of corporate volunteers and the excellent system of management and of district level coordination offer important lessons for program planners and managers.

4. Boston: The Boston Compact is an outstanding instance of how an extremely promising collaborative model can emerge despite

unpromising conditions: a leaderless, notoriously politicized public school system, a frustrated business community, an ineffective non-profit organization formed in 1974 to encourage school-business-university partnerships, enormous losses in federal funds from the city's employment and training agency, and a Private Industry Council which, while potentially outstanding, was still in its infancy. The story of how each of these basic institutions strengthened and how the metropolitan business community and the historically insular public school system have struck a bargain demonstrates the potential impact of partnerships.

Systematic Management of Program Creation

I analyzed this information within the framework developed by the National School Volunteers Program (NSVP) for systematic management of corporate school volunteer programs. The NSVP framework has been tested and refined in cities throughout the country and is used to train newly-appointed corporate school-business program coordinators. The sequence of stages in the creation and management of effective programs is as follows:

1. Development of awareness;
2. Needs assessment;
3. Setting program goals;
4. Defining objectives;
5. Identifying potential resources;
6. Designing the program;
7. Implementing the program: recruitment, orientation, training, assignment, retention and recognition;
8. Evaluation.

This investigation of factors affecting the early development of related school-business programs revealed several features within the NSVP framework. Ten examples follow:

o Corporate coordinators typically underestimate demands that a good partnership makes on employees' time and energy. Inexperienced coordinators should participate in "sharing and learning" sessions with experienced people in other companies. They should also make certain that their responsibilities and allotment of time are defined in writing.

o When approaching top level managers to enlist companies in a program, the director should be accompanied by someone whose judgment the chief executive officer trusts, such as another CEO.

o Ceremonies are extremely important for strengthening mutual commitments at various stages of program development.

o In selecting potential partners, company-school proximity is often more important than matched needs and resources because it enables school and company people to get to know and appreciate each other.

o Planners should avoid predicting what form their joint projects will take. They should provide sufficient time to discover and explore many possible matches among talents, interests and areas of expertise available in the school community. A frequent comment: "When we started, we didn't imagine we'd be doing this project."

o Non-profit civic groups can monitor and assist partnerships during early program development. The Junior League (Memphis) and the Executive Service Corps (Chicago) complement limited staff as programs expand.

o Excellent partnerships can be formed between schools and non-profit organizations and corporations, such as hospitals and mental health centers.

o It is equally important for company managers and school officials to recognize the contributions of corporate volunteers formally.

o Educators and business people have a hard time understanding one another at first. Trust develops gradually through regular and non-threatening activities together. Activities involving redefinitions of traditional roles, responsibilities and "turf" should be planned when trust level is high.

o A major change in circumstances alters the terms of the partnership -- e.g., new top leadership or major layoffs.

Recommendations for Policymaking

Recommendations for public policymaking to address problems of youth employment draw upon lessons from the Youth Employment and Demonstrations Project Act, recent studies of public-private partnerships and policy trends evident from numerous prescriptive reports about the state of public education nationally and its long-

range social and economic implications. Incentives and regulations in governmental policy should be designed to foster public-private partnerships without constraints of specific initial requirements for training, education and placement. Such matters should be determined locally, at the level of joint school-business planning.

2. Key elements of program success — personal involvement at all levels, networking and systematic planning and management — should be explicitly encouraged in policy through recognition of characteristic conditions whereby good programs can be developed and managed well.

3. Major lessons to be heeded include:

o Designing youth employment programs around developmental concepts of employability.

o Recognition that many young people require support services in order to progress steadily toward employability.

o Work experience programs that emphasize learning can teach and reinforce essential job-related academic skills and can motivate youth to master such skills in typical classroom settings.

o Effective and durable programs start small and expand gradually, if at all — only after the bugs have been worked out.

o Local chambers of commerce and othe business associations effectively mobilize city-wide resources in collaboration with school system leaders whom they trust. Private Industry Councils, for instance, have provided staff to support and coordinate program planning and implementation.

o Employers must be involved in identifying specific aptitudes and skills to match youth to jobs or training. Careful screening is prerequisite to most programs that are successful for schools and companies.

o Strong commitment from all organizations, particularly employers, is necessary.

o Staff must be competent, qualified and dedicated.

o Strong leadership from key actors involved in the initiation and implementation of the project is required.

Five recommendations for further investigation of school-business partnerships and governmental initiatives to encourage their development follow:

1. Additional studies of the processes for developing successful partenrships, including political, social economic and other factors.

2. Tracking established and developing business-school partnerships over the next few years to focus on elements of longevity.

3. Intensive analysis of educational processes identiffed in varied educational and manpower development programs related to employment aims of business-school partnerships and synthesis into forms that local educators and business representatives can understand and apply in creating and managing programs.

4. Encouraging the collaborative design of local programs that would translate Mr. Owen Butler's recent recommendation at a meeting of the Committee on Economic Development that the corporate community find ways to "help teachers."

5. Developing and strengthening local and regional networking mechanisms for technical assistance in helping embryonic partnerships mature.

PARTNERSHIPS BETWEEN CORPORATIONS AND SCHOOLS

by

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EXECUTIVE SUMMARY

PURPOSE

THIS PAPER PROVIDES AN OVERVIEW OF PARTNERSHIPS BETWEEN CORPORATIONS AND SCHOOLS IN THE UNITED STATES. IT DISCUSSES THE DIFFERENT TYPES OF PARTNERSHIPS, THEIR PURPOSES, WHO PROVIDES LEADERSHIP, WHAT EACH OF THE PARTIES GET FROM THEM, AND PROVIDES EXAMPLES OF EACH PARTNERSHIP TYPE AS WELL AS REFERENCES FOR MORE INTENSIVE STUDY. PARTNERSHIPS ARE IDENTIFIED IN NINE AREAS (FOUR-YEAR COLLEGES AND UNIVERSITIES ARE NOT INCLUDED).

1. THE HELPING HAND

FOR A GREAT MANY YEARS BUSINESS PEOPLE WERE PARTICIPANTS IN THE PUBLIC EDUCATION ENTERPRISE, AND GENERALLY BELIEVED THAT PUBLIC EDUCATION SERVED BUSINESS WELL. THE TURMOIL CENTERING ON PUBLIC EDUCATION, BEGINNING IN THE 1960s, MADE PUBLIC EDUCATION CONTROVERSIAL, PARTICIPATION MORE RISKY FOR CORPORATIONS, AND A LESS REWARDING ACTIVITY FOR THEIR EMPLOYEES. SO THERE WAS A PERIOD OF LESSENED INTEREST AND INVOLVEMENT. IN RECENT YEARS THE TREND HAS BEGUN TO SHIFT BACK AS MORE EMPLOYERS RECOGNIZE THE IMPORTANCE TO BUSINESS AND SOCIETY OF BETTER QUALITY SCHOOLING. MORE EMPLOYERS HAVE EXTENDED A "HELPING HAND" IN THE FORM OF THE ADOPT-A-SCHOOL MOVEMENT, MANAGEMENT ADVICE, AND JOINT FUNDS IN AID OF PUBLIC EDUCATION.

2. COLLABORATIVE COUNCILS

A NEW FORM OF PARTNERSHIP ARRIVED ON THE SCENE IN THE MID-1970s, WITH SOME EARLY FORMS DATING FROM THE 1960s AND EARLIER.

THESE ARE KNOWN GENERICALLY AS COLLABORATIVE COUNCILS AND APPEAR AT THE LOCAL LEVEL UNDER MANY NAMES, OF WHICH EDUCATION-WORK COUNCIL AND INDUSTRY-EDUCATION-LABOR COUNCIL ARE THE MOST FREQUENT. THESE COUNCILS ARE PRIVATE SECTOR EFFORTS COMPOSED PREDOMINANTLY OF EMPLOYER, EDUCATION, AND UNION REPRESENTATIVES, BUT ALSO INCLUDING VOLUNTARY SERVICE ORGANIZATIONS AND LOCAL GOVERNMENT. THEY PROVIDE A PROCESS OF COLLABORATION THAT HAS RESULTED IN HUNDREDS OF INDIVIDUAL PROJECTS AND PROGRAMS.

3. TRANSITIONS TO WORK

THERE IS A COLLECTION OF NATIONAL, LOCAL, AND INDIVIDUAL EMPLOYER PROGRAMS THAT INVOLVE EASING THE TRANSITION FROM SCHOOL TO WORK, OR FROM "DROPOUT" STATUS TO WORK. THEY DIFFER CONSIDERABLY, AND ARE AMONG THE MORE PUBLICIZED PARTNERSHIP EFFORTS. THESE ARE JOINT PROGRAMS TO HELP YOUTH MOVE FROM SCHOOL TO JOBS, OR TO GET BRUSH-UP JOB SKILLS, OR GET JOB SEARCH INSTRUCTION, OR WORK EXPERIENCE, OR COUNSELING, OR ALL OF THESE COMBINED. MOST, BUT NOT ALL, ARE CONCENTRATED ON MINORITIES AND THE DISADVANTAGED. IT IS IN SUCH PROGRAMS WHERE WE HAVE SEEN THE MOST MOMENTUM DURING THE LAST DECADE, WITH THE POSSIBLE EXCEPTION OF THE ADOPT-A-SCHOOL EFFORTS, WHICH OFTEN HAVE SIMILAR OBJECTIVES.

4. COOPERATIVE EDUCATION

COOPERATIVE EDUCATION IS TRULY A JOINT UNDERTAKING BETWEEN EMPLOYERS AND SCHOOLS IN WHICH THE EMPLOYER PROVIDES PAID OPPOR-

TUNITIES FOR ON-THE-JOB LEARNING AND THE SCHOOL PROVIDES THE CLASSROOM INSTRUCTION. ITS ROOTS ARE EARLY IN THIS CENTURY IN HIGHER EDUCATION; DAYTON, OHIO ESTABLISHED A HIGH SCHOOL ON THIS BASIS IN 1914 (STILL OPERATING). COOPERATIVE EDUCATION OFFERS MANY ADVANTAGES INCLUDING EMPLOYER-SCHOOL COOPERATION, A MARKET TEST FOR OCCUPATIONAL TRAINING, EXPERIENCE THAT LEADS TO PLACEMENT AFTER GRADUATION, AND TRAINING ON STATE-OF-THE-ART EQUIPMENT. DESPITE THESE ADVANTAGES IT REPRESENTS ONLY A SMALL FRACTION OF SECONDARY VOCATIONAL EDUCATION, BUT THIS FORM OF PARTNERSHIP IS GROWING RAPIDLY IN COMMUNITY COLLEGES.

5. VOCATIONAL EDUCATION

BECAUSE OF ITS SIZE, VOCATIONAL EDUCATION HAS THE MOST EXTENSIVE INVOLVEMENT WITH EMPLOYERS OF ANY SECTOR OF PUBLIC EDUCATION, ALTHOUGH THE DEPTH OF THAT PARTICIPATION IS UNEVEN. THE MOST PREVALENT FORM OF PARTICIPATION IS THROUGH THE 30,000 TO 40,000 EMPLOYER ADVISORY COMMITTEES TO VOCATIONAL EDUCATION AT THE NATIONAL, STATE, AND LOCAL LEVELS. IN RECENT YEARS NEW KINDS OF PARTNERSHIPS HAVE BEEN ESTABLISHED IN THE AREAS OF EQUIPMENT DONATION, JOINT DEVELOPMENT OF CURRICULUM, OCCUPATIONAL INFORMATION, AND ON-SITE WORK AND LEARNING EXPERIENCES. WHILE MOST OBSERVERS AGREE THAT EMPLOYER INVOLVEMENT IS TOO LIMITED, THERE IS A GROWING NUMBER OF EXAMPLES OF GOOD PARTNERSHIPS FOR EMULATION. THE AMERICAN VOCATIONAL ASSOCIATION HAS RECENTLY ASSIGNED HIGH PRIORITY TO ENCOURAGING COLLABORATION WITH INDUSTRY, AS HAS THE U.S. DEPARTMENT OF EDUCATION.

6. EXPERIENCE-BASED CAREER EDUCATION

EXPERIENCE-BASED CAREER EDUCATION (EBCE) IS AN INNOVATION IN LINKING THE WORKPLACE AND THE SCHOOL THAT DATES BACK TO THE EARLY 1970s. ITS DEVELOPMENT WAS CARRIED OUT BY FOUR OF THE REGIONAL EDUCATION LABORATORIES, FUNDED BY THE FEDERAL GOVERNMENT. BEFORE BEING IMPLEMENTED AT THE LOCAL LEVEL, EBCE WAS CAREFULLY EVALUATED, AND FOUND TO BE MEETING THE OBJECTIVES SET FOR IT. WITH TECHNICAL ASSISTANCE PROVIDED BY THE NATIONAL INSTITUTE OF EDUCATION, THE MODEL HAS BEEN INSTALLED IN ABOUT 150 SCHOOL DISTRICTS. EBCE STRESSES THE ACQUISITION OF LIFE SKILLS, ACHIEVEMENT OF A SET OF SPECIFIC COMPETENCIES, PROFICIENCY IN THE BASIC SKILLS OF READING, MATHEMATICS, AND COMMUNICATIONS, AND SUBSTANTIAL TIME AT WORK SITES (PRIVATE EMPLOYERS AND OTHER COMMUNITY ORGANIZATIONS) FOR CAREER EXPLORATION AND EXPERIENCE-BASED LEARNING.

7. PARTNERSHIPS FOR ECONOMIC DEVELOPMENT

IN A GROWING NUMBER OF STATES AND LOCALITIES, JOB TRAINING AND OCCUPATIONAL EDUCATION IS OFFERED TO ATTRACT NEW INDUSTRY OR EXPAND EXISTING ONES. STUDIES OF THE FACTORS EMPLOYERS EMPHASIZE IN DECIDING PLANT LOCATION AND EXPERIENCE WITH EXISTING TRAINING/ EDUCATION PROGRAMS CONFIRM THAT EDUCATION AND TRAINING PROMOTE ECONOMIC DEVELOPMENT. THE THREE BASIC MODELS ARE (1) STATE EFFORTS THAT ARE CONCENTRATED IN A SINGLE AGENCY WHICH COORDINATES ALL OTHER EFFORTS; (2) FUNCTIONS SHARED AMONG STATE AGENCIES WITH VOCATIONAL EDUCATION HAVING THE LEAD IN TRAINING; AND (3) CITIES, COUNTIES, AND COMMUNI-

TIES THAT USE FEDERAL AND LOCAL RESOURCES TO CARRY OUT THEIR OWN PROGRAMS. TRAINING IS USUALLY OFFERED AT NO COST TO THE EMPLOYER, AND EMPLOYERS PLAY KEY ROLES IN IDENTIFYING THE TRAINING, AND FREQUENTLY IN CARRYING IT OUT.

8. CONTRACTING OUT BY EDUCATION

AT A TIME WHEN EDUCATION INSTITUTIONS ARE LOOKING WITH ENVY AT THE LARGE AMOUNTS OF MONEY EMPLOYERS SPEND FOR INTERNAL TRAINING AND EDUCATION, AND WOULD LIKE TO SEE MORE OF THAT TRAINING PROVIDED BY THE SCHOOLS, THERE IS EMERGING A NEW PRACTICE COUNTER TO THIS OBJECTIVE. A SMALL BUT GROWING NUMBER OF COMMUNITY COLLEGES ARE CONTRACTING OUT THEIR OCCUPATIONAL TRAINING TO INDUSTRY. THIS PRACTICE HAS DEVELOPED SINCE THE MID-1970s. THE TWO LEADING EXAMPLES CONTRACT OUT ALL THEIR TRAINING TO INDUSTRY AND PROVIDE SUPPLEMENTARY INSTRUCTION IN THE CLASSROOM. IN ONE OF THESE SCHOOLS, THE CLASSROOM TRAINING IS ALSO CONTRACTED TO OTHER SCHOOLS, SO AS TO AVOID DUPLICATION OF FACILITIES. A HALF DOZEN OTHER COMMUNITY COLLEGES ARE IN DIFFERENT STAGES OF IMPLEMENTING THIS MODEL, AT LEAST ON A MODIFIED BASIS. THESE SCHOOLS ARE CONTRACTING OUT IN SITUATIONS WHERE THERE ARE ONLY A FEW JOB OPENINGS AND IT WOULD NOT BE PRACTICAL TO ESTABLISH A SEPARATE COURSE ON THE CAMPUS. THESE CONTRACTING-OUT COLLEGES EMPHASIZE THE ADVANTAGES TO THE STUDENTS OF BEING TRAINED AT THE PLACE OF EMPLOYMENT, THE HIGH PLACEMENT RATES OBTAINED FROM SUCH PROGRAMS, AND ADVANTAGES OF INTER-RELATING EXPERIENCE AND CLASSROOM INSTRUCTION.

9. INDUSTRY CONTRACTING WITH EDUCATION

WHILE IT IS ESTIMATED THAT SOMEWHERE FROM $30 TO $40 BILLION IS SPENT BY INDUSTRY ON INTERNAL TRAINING AND EDUCATION, THERE IS A SUBSTANTIAL NUMBER OF EXAMPLES OF INDUSTRY CONTRACTING WITH SCHOOLS TO MEET INTERNAL TRAINING NEEDS. THIS IS A PRACTICE THAT A GREAT MANY SCHOOLS WOULD LIKE TO SEE ENLARGED, PARTICULARLY AS THEY FACE BUDGET CUTS FROM DECLINING YOUTH ENROLLMENTS AND CUTS IN GOVERNMENT SUPPORT AT ALL LEVELS. FROM PRACTICES EXAMINED HERE, IT LOOKS AS IF NEW BUSINESS FROM INDUSTRY IS NOT LIKELY TO FALL IN THE LAPS OF SCHOOLS WITHOUT SUBSTANIAL EFFORTS TO OBTAIN IT. THE PRACTICES THAT HAVE BEEN EXAMINED HAVE ONE THING IN COMMON: ALL THE SCHOOLS SET UP SPECIAL PROGRAMS AND OFFICES, TREAT THEM AS BUSINESSES, AND GO OUT TO CONVINCE INDUSTRY THAT THEY COULD DO THE TRAINING MORE CHEAPLY OR BETTER, OR BOTH. TYPICALLY, THE SCHOOL PUTS UP MONEY OUT OF GENERAL FUNDS, EXPECTING IT TO BE PAID BACK, AND EXPECTING TO EARN A PROFIT FOR THE SCHOOL. WHILE SOME PROGRAMS ARE VERY NEW, THE GENERAL EXPERIENCE IS THAT THESE EXPECTATIONS ARE IN FACT USUALLY MET.

SOME OBSERVATIONS

CORPORATION-SCHOOL PARTNERSHIPS ARE CURRENTLY RECEIVING A LOT OF ATTENTION, AND THERE IS NOW CONSIDERABLE EXPERIENCE WITH A VARIETY OF PARTNERSHIPS. MUCH OF THIS EXPERIENCE IS ONLY FIVE TO TEN YEARS OLD: HOWEVER, A SUBSTANTIAL AMOUNT TRACES BACK FOR DECADES, AS IN THE CASE OF COOPERATIVE EDUCATION AND THE BETTER PRACTICES IN VOCATIONAL EDUCATION. EXAMINATION OF THE DETAIL PROVIDED

IN THIS PAPER WILL ILLUMINATE THE DIFFERENT REASONS THESE PARTNERSHIPS GREW UP, OR ARE NOW COMMENCING. PARTNERSHIPS SPRING FROM A VARIETY OF MOTIVATIONS ON THE PART OF SCHOOLS AND EMPLOYERS. TO SAY THAT THE NATURE OF THESE PARTNERSHIPS VARIES IS AN UNDERSTATEMENT. SOME PRACTICES ARE THE MIRROR IMAGE OF OTHERS: INDUSTRIES CONTRACTING WITH SCHOOLS IN SOME PLACES, SCHOOLS CONTRACTING WITH INDUSTRY IN OTHERS. EMPLOYERS LONG ENGAGED IN COOPERATIVE EDUCATION PROGRAMS FIND INVOLVEMENT NATURAL AND ONE MEANS OF MEETING LABOR SUPPLY NEEDS. NEW EFFORTS BY CORPORATIONS TO LEND A HELPING HAND TO THE SCHOOLS SPRING FROM THE REALIZATION THAT THE QUALITY OF EDUCATION IS SLIPPING, AND PUBLIC BUDGETS ARE UNABLE TO MEET ALL OF THE SCHOOLS' NEEDS. JOINT PROGRAMS IN WHICH STUDENTS ARE PAID REGULAR WAGES EXIST ALONGSIDE PROGRAMS WHERE THE EXPERIENCE GAINED IN THE EMPLOYER'S ESTABLISHMENT IS CONSIDERED EDUCATION, AND NO WAGES ARE PAID. THE EXPLANATION OF SUCH OPPOSITES LIES IN OUR CONSIDERABLE DIVERSITY, IN THE DIFFERENT NEEDS AND PERCEPTIONS OF BOTH EMPLOYERS AND SCHOOLS, AND DIFFERENT TRADITIONS IN DIFFERENT SECTORS OF THE EDUCATION COMMUNITY. WHILE EXISTING EXPERIENCE CANNOT BE CONSIDERED PERVASIVE AND DEEPLY EMBEDDED PRACTICE, IT IS A RICH EXPERIENCE, AND OFFERS A SUBSTANTIAL BASE TO SELECT FROM AND BUILD ON.

THE SOURCES OF MOTIVATION, WHO TAKES LEADERSHIP, AND WHO GETS WHAT FROM THE PARTNERSHIPS VARY WITH THE KIND OF PARTNERSHIP. THESE ARE SUMMARIZED IN THE LAST CHAPTER.

THE RECOMMENDATIONS FOR FURTHER WORK INCLUDE:

1. COLLECTING BETTER INFORMATION AVAILABLE ABOUT ADOPT-A-SCHOOL PROGRAMS, AND MAKING IT AVAILABLE TO EMPLOYERS AND SCHOOLS.
2. DEVELOPING A NETWORK AMONG COLLABORATIVE COUNCILS TO STRENGTHEN THE MOVEMENT AND EXCHANGE BEST PRACTICES.
3. CAREFUL TRACKING OF WHAT EFFECT THESE CORPORATION-SCHOOL ALLIANCES HAVE ON EDUCATION.
4. GATHERING MORE PRECISE INFORMATION ABOUT THE BENEFITS THE PARTIES TO PARTNERSHIPS DERIVE.
5. LONGITUDINAL AND RETROSPECTIVE STUDIES OF SUCCESSFUL AND UNSUCCESSFUL PARTNERSHIPS TO DETERMINE WHAT FACTORS CONTRIBUTE TO SUCCESS OR FAILURE.

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Bulletin

An Information Service of the NAB Clearinghouse

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CAREER GUIDANCE INSTITUTE, Jersey City, New Jersey

CATEGORY Educational staff development program

OPERATOR Jersey City State College

SUMMARY The Career Guidance Institute operates six-week summer sessions for teachers and guidance counselors. The institute helps them acquire, through direct experience, specific knowledge about career opportunities available to young people and employer requirements for entry into these career areas. This information is adapted by the educators to help their students make more realistic career decisions. The program provides tours of local businesses and industries for school personnel, many of whom have never worked with the private sector.

RESULTS 217 trained to date
25-30 enrolled each summer

COSTS $21.00 per person for registration

FUNDING $3,000 for the upcoming Summer '84 session

Sources Since FY 1981, the funds to operate the Career Guidance Institute (CGI) have come from the Hudson Consortium Private Industry Council. In its early years, CGI received "seed money" from the National Alliance of Business, until its programs were well-established and capable of generating local sources of support.

The Jersey City State College provides a number of in-kind contributions. These are: tuition waiver to participants, donations of faculty teaching and planning time, and classroom facilities.

TIME SPAN 1976 to present; six-week summer sessions each year.

Background The Career Guidance Institute informs teachers and guidance counselors of the job opportunities and the employment requirements of local businesses and industries. It provides a variety of career information and experience that participants can use to develop similar programs in their own school districts. The institute also gives local business people and school personnel the opportunity to meet and discuss programs, problems, and needs.

The Career Guidance Institute is a one-semester, three-graduate credit hour seminar offered by Jersey City State College. The purpose of the program is to acquaint educators with the employment needs of businesses and current job

opportunities for young people about to enter the labor market. The program includes classroom discussions and site visits to businesses and industrial plants in the Jersey City metropolitan area.

Program Structure

Classroom discussions are led by CGI trainers or guest speakers from business and industry. In addition to discussions of field visits, these classroom sessions offer formal presentations in the following areas: application and interviewing techniques; employment opportunities with businesses and local and federal governments; the process of vocational exploration; assessing personal values and attitudes toward work; relating values to the reality of the work world; the creative use of vocational literature and aids; and specific information on the local labor market.

The seminar participants are divided into teams of five people with a supervising coordinator from the institute. Each team visits one employer per week. All teams share the information they have gathered in the following meeting of the seminar. About 25-30 local businesses are visited and discussed. The participants are put through the personnel and employment processes of each business. For example, the local telephone company gives seminar participants the battery of tests normally administered to prospective employees. Seminar members are also taken through the production process or other day-to-day operations of each business. They are given the opportunity to talk with personnel staff, supervisors, and employees from many different departments.

Participants are expected to attend all class sessions and employer site visits and to complete a detailed report on each visit. By the end of the seminar, all participants must complete a unit plan for a career program in their schools.

PROGRESS

CGI has maintained a strong working relationship with the businesses that NAB originally recruited. The institute's staff reports that the recruitment of additional businesses becomes easier each time, because of CGI's impressive reputation and its mutual benefits to the local educational and business community.

Local publicity has generated much interest in the program, and many applicants must be turned down each year to limit the seminar to a reasonable size. However, all types of educators are encouraged to apply: even third and fourth grade teachers have participated in the program.

A good rapport has developed between the educators and business people. Employers have been enthusiastic about the program and have often been generous in providing lunch and free product samples to the educators. In addition, Jersey City State College gives wine and cheese parties from time to time to maintain the relationships and contacts developed in previous summer sessions. These gatherings serve as a means of participant follow-up. The "alumni" often provide valuable feedback on the CGI curriculum and how it can be translated into action.

Throughout the years, many participants have established career education programs in their schools and have helped to place students in jobs in the businesses they visited. Some participants are hired by Jersey City State College to assist in the development of future seminars.

HINTS FOR SUCCESS

- It is important to provide teachers and guidance counselors with first-hand experiences of the businesses and industrial firms in their service areas. The institute does this by bringing school personnel and business people together to discuss their mutual problems and to educate one another. As a result of participation, teachers and guidance counselors are able to speak authoritatively to students about business opportunities because they have a thorough understanding of them.

- The tuition waiver and the graduate credits provided by Jersey City State College serve as incentives for teachers and guidance counselors, not only to enroll, but also to perform well in the seminar and get as much out of it as possible.

- At its inception, CGI relied heavily on the National Alliance of Business' Regional Service Office to initiate contact with business people. It was extremely useful to have a "broker" well-respected by the business community to gain private sector support.

- The CGI seminars have received much publicity from local newspapers and television stations. Such recognition has been reinforcing to the schools and businesses already participating, and it has stimulated the interest of many of those not yet involved.

PRODUCTS

Flyer: The Jersey State College: Career Guidance Institute. (An application tear-off form is included.)

Film Strip: Career Guidance Insititute: Jersey City State College

Report on the Career Guidance Institute.

Technical Assistance. The basic CGI program can be adapted to any community. It must, however, be geared to specific, local employment opportunities to be truly effective. The Jersey City State College CGI staff are ready and willing to assist with the planning and implementation of similar programs anywhere in the country.

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Bulletin

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THE B.F. GOODRICH COMPANY, VOLUNTEERS IN COMMUNITIES (VIC), Akron, Ohio

CATEGORY Corporate voluntarism in career education and exploration programs

SUMMARY The B.F. Goodrich Company's major community action goals are to serve the broad public interest, promote and protect the free enterprise system, and support those steps which foster good economic climates. The company supports these goals through corporate donations of capital and employee time, and it encourages employees to volunteer their time and talents to community service projects.

In one instance, the B.F. Goodrich Company promotes community involvement through a systematized approach to voluntarism called Volunteers in Communities (VIC). A computerized system matches community service requests with the skills and talents of interested company employees. Employee participation in the system is voluntary. Company support of employee participation is essential since many activities require some volunteer time during working hours.

RESULTS Over 500 volunteers are currently listed in the system, and approximately 200 placements were made last year.

FUNDING B.F. Goodrich has not calculated the cost of setting up the Volunteers in Communities system or the value of time donated by company employees.

OUTLINE

Background The B.F. Goodrich Company (BFG) is headquartered in Akron, Ohio. The company has 50 plants in the U.S. and also operates in South America, Europe, Australia, the Near East, the Philippines, and Japan. Of its 40,000 employees, approximately 30,000 are located in the United States. Its major product lines include a tires group (40% of sales), a chemical (plastics) group, and an engineering products group (transportation products for heavy vehicles, conveying systems, and construction products).

The B.F. Goodrich Company contributes to community activities in three ways: donations of cash; donations of equipment, supplies, and space; and company support of the voluntary activities of employees. The company makes cash contributions to non-profit organizations according to established policies and procedures. In its donations of equipment, supplies, and space, the company tries to help nonprofit organizations which are using innovative ways to solve community problems. The company supports the voluntary activities of company employees through Volunteers in Communities (VIC).

BEST COPY AVAILABLE

Employees who participate in VIC are matched with volunteer posts such as trusteeships of local hospitals or directors of United Way campaigns. Four of the employment-related programs which VIC volunteers participate in are career education projects for Akron youth. These are the School-to-Work Action Program, Junior Achievement, the Private Industry Council/National Alliance of Business Youth Motivation Task Force, and the Boy Scouts of America (BSA) Explorer Program.

Recruitment

Because B.F. Goodrich is the second largest employer in Akron, the company receives many requests from charitable organizations seeking people to fill high level volunteer posts or to participate in community projects. In 1978, the company's community relations office developed a system for matching the requests with company employees who were interested in volunteer positions. The community relations office surveyed 300 Goodrich executives who were willing to have their names and skills listed in a resource file. They were asked to indicate their memberships in organizations, offices held, skills, vocations, and avocations. This information was recorded on three-by-five cards for later matching with community service requests. When the hand-sorting system proved too cumbersome, the company placed the skills lists on a computer. This proved to be too sophisticated. Now employee information is entered into a word processor with computing capabilities. Today, when a request comes in, the office makes a search for one or more possible volunteers who could help the organization with its particular project or problem. The company volunteers are contacted and told of the request; if they can help, they are then referred to organizations requesting help.

Programs

B.F. Goodrich is a major industrial participant in four career education programs coordinated by the Akron Public School District, the National Alliance of Business, and the Akron/Summit/Medina Private Industry Council. BFG supports these programs through corporate participation and by encouraging the participation of VIC volunteers.

School-to-Work Action Program. The major goals of the School-to-Work Action Program (SWAP) are to increase the basic communication and math skills of disadvantaged minority students, to provide career education opportunities, and to enhance teachers' and parents' abilities to guide students in career choices. The Akron Public Schools and the Akron/Summit/Medina Private Industry Council (chaired by Goodrich's director of community relations) manage this program. BFG was the major industrial participant during the six-month pilot program and will continue as a participant in the full-scale, two-year project. The company set up a career resource site and VIC volunteers serve as career education advisors and supervisors.

Junior Acheivement. Junior Achievement is a nationwide program which promotes the free enterprise system by giving high school students a chance to form, own, and manage their own companies and to make and sell a product.

Seventeen VIC volunteers sponsor three Junior Achievement companies. Red Hot Products makes and sells a dry chemical fire extinguisher in a plastic squeeze bottle; M.S.B. produces both wall hangings and a combination lap table/seat cushion; and Downtown Creators makes a multifunctional stand which can be a coat or towel rack. The volunteer advisors meet with the 45-50 student company members once a week at BFG for a business meeting and to manufacture their company products. They use the same career resource site in the evening that SWAP uses during the day.

BFG has sponsored 54 Junior Achievement companies in Akron in the past years. The company also sponsors Junior Achievement companies in eleven other cities including Baton Rouge, Louisiana; Ft. Wayne, Indiana; Cleveland, Ohio; Louisville, Kentucky; and Detroit, Michigan. Sponsorship includes donations of money, facilities, and time. BFG also makes cash contributions to the national Junior Achievement program.

Youth Motivation Task Force. BFG employees also participate in the PIC/NAB Youth Motivation Task Force. Task force volunteers, or motivators, visit Akron junior high schools to talk with students about job opportunities. The goals of the program are to provide students with career information, to encourage and motivate them, and to reduce dropout rates by stressing the value of education to future employment. Motivators personalize their talks as much as possible so that students have a realistic picture of life in the workforce.

Motivators attend an hour training and orientation session in January and then make presentations to junior high school classes in the following three months. (Several elementary and high schools participate in the program using slightly different formats.)

Corporate level support is vital to the program because motivators meet with students during the school/work day. Goodrich employees have volunteered their time to the PIC/NAB Youth Motivation Task Force since 1972. At present, 20 BFG employees are participating in the program.

Explorer Scouts. A fourth employment and education project sponsored by the company is a Boy Scouts of America Explorers post in data processing. The Explorers Program, once known primarily for wilderness and leadership training activities, now has a career education component as a major element of the program.

BFG has sponsored the Explorers post for ten years. It provides an intensive program for students interested in data processing careers. Each year, 15 to 20 Akron high school students meet weekly in the Goodrich data processing facilities. Under the guidance of BFG volunteers, they learn about data processing careers, keypunching, and basic programming. They also put their skills to work by doing all the data processing for the Akron Explorers program.

B.F. Goodrich makes an effort to donate to programs in which employees are participating and to encourage employee involvement in organizations to which the company contributes. Corporate and individual involvement in community activities, especially youth education programs, helps BFG fulfill its obligation to be a good corporate citizen and promote healthy economic climates.

VIC itself is not publicized outside the company publications, although company donations are reported to the local media. Even without publicity, VIC places more than 200 professionals per year in volunteer posts.

HINTS FOR SUCCESS

- Establish company policies and procedures for making cash contributions, donating equipment and/or space, and promoting the voluntary work of employees. Regardless of the size of the company involved, clearly defined standards for charitable contributions reduce the time needed to evaluate and handle requests for assistance.

- Support employee volunteer activities in the programs which meet company criteria for corporate assistance and further the company's community action goals. The time and skills donated on both the corporate and individual levels are often worth as much to the community as cash donations.

- Recognize the voluntary activities of company employees. BFG recognizes employee volunteers through letters from the chairman of the board and feature articles in company publications.

- Make employee participation in community projects strictly voluntary. Although some activities require participation during work hours, the most effective volunteers are those who are really interested in community affairs and who are willing to donate their own time to a project.

- Begin with a small program and expand it gradually to maintain quality control and program effectiveness.

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Bulletin

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HIGH SCHOOL INVOLVEMENT PROGRAM (HIP), Hawthorne, California

CATEGORY Vocational Exploration

OPERATOR Northrop Corporation: Aircraft and Electronics Divisions

SUMMARY The Northrop High School Involvement Program (HIP), provides high school students with sixteen weeks of on-the-job training in any of over forty career areas. The students are introduced into the day-to-day activities of the company, learning specific skills from recognized professionals in their respective fields. The program is supported solely by the Northrop Corporation; no public monies are used for subsidies. It has proven so successful that similar programs are being run by other Los Angeles companies. While employment with Northrop is not the program goal, a small percentage of graduate trainees have been employed by the firm. The success of the program has been realized through completion of its major goals, i.e., assisting in the realistic selection of an occupation, receiving industrial work experience that may be shown on a job application, and gaining an understanding of the demands and responsibilities of the world of work.

RESULTS 1971 - 1982: 2,000 graduated. In 1982, HIP graduated 199 students of which 52% were Black, 28% were Hispanic, 15% were Caucasian, and 5% were Oriental.

FUNDING Funded by the Northrop Corporation with transportation and ongoing guidance counseling provided by the school district.

OUTLINE

Background

The Northrop Corporation pioneered the development of the High School Involvement Program in 1971. The HIP is available to high school seniors during their last semester before graduation. Students work in their various occupational assignments from 1:30 to 3:30, Monday through Friday, from February to May. Transportation to and from the Northrop facility is provided by the participating school districts.

Although the actual training program does not begin until February, preparations begin as early as August of each school year. Each manager assesses his departmental needs for the coming year, determines if the department can take a student trainee, and prepares the job description and skill requirements for each position. Approximately 250 positions are created each year.

Recruitment

Designated Northrop employees meet with the career guidance counselors within each of the participating school districts. The HIP is described in detail and a list of job descriptions and qualifications is distributed. The Northrop employees stress the eligibility criteria which the counselors should use in referring students to the program. High grades are not the primary screening criteria for admission, but each student must have a good attendance record. Attitude and the willingness to invest the time are two key prerequisites for program participation.

The students have approximately one month to complete an application for the program in which they must list their interests, hobbies, coursework, and career goals. They include a sheet with ranked preferences of the types of work they would like to be assigned, based on the Northrop list of available positions.

Northrop appoints a five-member interview team which represents many occupational areas. They interview each student applicant and describe the specific positions, answer student questions, determine student needs, and match students to open positions.

A training session is held for the participating Northrop managers. They do not receive additional compensation for their participation, but are recognized by Northrop for their valuable contribution.

Program Activities

Students receive an overall orientation to Northrop -- its products, security regulations, working regulations, etc. Then each supervisor personally takes each student to his/her work station and describes the assigned job.

During the sixteen week period, each student attends a two-day job development workshop. The workshop centers on setting goals, completing job applications, writing resumes, and completing a successful job interview. The students are videotaped during mock interviews and critique each other's responses. Emphasis is placed on the student's behavior during an interview and proper interviewing techniques on the part of the interviewer. Students are then prepared to deal with a variety of interviewing situations.

Curriculum

Students may choose from approximately 40 occupational areas. Jobs range from motion picture technician, avionics engineering trainee, and data processing trainee, to car maintenance trainee, planning clerk, test assembler, technical artist, accounting clerk, secretary, machine operator, and drafter.

Evaluation

Students are evaluated monthly and at the end of the sixteen weeks. Each school district has representatives at Northrop to deal with any problems or questions. Northrop also has a full-time HIP coordinator who works year-round on the project. Attendance rules are strict. Students are dismissed if more than five unexcused, unexplained absences occur.

Northrop holds a graduation ceremony for the students at which time they are given certificates of completion and a small gift.

PROGRESS

The program has been expanded to include students from a "continuation" high school — a school for students who have been dismissed from or have dropped out of their regular high school.

This program has been extremely well-received by the participating school districts and students.

Although employment in Northrop is not a goal of the program, usually about ten percent of the graduate trainees are hired by Northrop. Some students go to college or technical school and then return to work at Northrop.

The program has expanded considerably since it first began. Participation has increased from one school district to six, from eight to 18 high schools, and from 80 to 250 participants.

Similar programs are being operated by many corporations within the Los Angeles metro area as a result of Northrop's success. As in the case of Northrop, the funding is supplied solely by the companies.

PROBLEMS

Regular attendance seems to be the only major problem encountered by the HIP. No vandalism, theft, or security breeches have occured since the program was started.

HINTS FOR SUCCESS

Organization is the key to success in keeping 250 students from 18 high schools in their respective training positions. It is important that one person coordinate all activities on a full-time basis.

In beginning this type of program, start out very small until the employees and the schools adjust to the program. Expansion is easily accomplished once the program is established and running smoothly.

Commitment on the part of the entire firm is essential and must extend from the corporate offices to the individual employees in each occupational area.

PRODUCTS

"Getting It On With HIP" brochure
"HIP: A Community Relations Service of the Northrop Corporation Aircraft Division"
16mm film on HIP

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Bulletin

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INROADS INC., Chicago, Illinois

CATEGORY Management training for minority youth

OPERATOR Inroads Inc.

SUMMARY Inroads Inc., is a nonprofit organization which operates programs in fifteen cities throughout the United States. The programs are designed to prepare talented minority youth for highly competitive management positions in business and engineering. Funded by more than 500 major corporations, Inroads recruits outstanding graduates from inner city high schools and offers them a program of counseling and tutoring combined with summer internships in sponsoring firms while they attend college. The programs help minority students overcome academic and cultural barriers so that they can enter the mainstream of corporate America.

RESULTS 1983 1300 enrolled in college program
714 enrolled in pre-college program

FUNDING Approximately $3.7 million in 1982

TIME SPAN 1970 - present

OUTLINE

Background

Inroads works with major corporations to recruit and train minority students for management positions in either business or engineering. The programs were developed because many minority youth are inadequately prepared to compete for such positions. Graduates from inner city high schools often are weak in reading, language, math, and other academic skills. Upon entering college, they find themselves ill-prepared to compete in difficult business and engineering courses. Thus, these students are often at a disadvantage as they try to prepare for jobs that will propel them up the corporate ladder. To help alleviate this problem, Inroads devised programs in which corporations sponsor individual minority students throughout four years of college.

Participating firms analyze long-range job needs and select students whom they wish to sponsor for managerial positions. Corporations pay Inroads an annual fee to provide students with year-round counseling, tutoring and other training as needed. These services enable minority students to overcome any barriers which would impede their transition to highly competitive jobs in the private sector. The annual fee for corporations ranges from $1,650 to $2,500 per student, depending upon the city.

Students are employed by their sponsoring firms as paid interns for four summers. This experience allows participants to develop advanced job skills in preparation for managerial positions which they will enter upon graduation.

Inroads does not cover the cost of a student's college education. However, most students in the program qualify for financial aid.

The Inroads program began in Chicago in 1970 with 25 students. Since that time, it has expanded to 15 cities. This year, approximately 500 major corporations are sponsoring 1300 college students. Although the program is not funded by the government and does not need to select low income students, approximately three-quarters of the students come from economically disadvantaged families. The Inroads staff within each participating city typically consists of a director and one counselor for every 30 students.

Recruitment, Assesment, Selection

The Inroads screening process is designed to identify minority students with the most potential for completing the rigorous four-year program. Selected students generally come from the upper ten percent of their graduating classes. The Inroads staff seeks applicants with certain personality traits. Chief among these is resiliency — the flexibility to adapt to new environments and a strong will to succeed.

Each spring, the Inroads staff members visit city high schools with strong academic programs to describe the program and to invite applications from graduating seniors. The academic records, Scholastic Aptitude Test (SAT) scores, and guidance counselor/teacher recommendations of as many as 1,200 applicants are carefully examined to select 150 candidates in each city. These 150 candidates are invited to the Inroads offices on three successive Saturdays for career awareness sessions and an orientation to the program.

During these sessions, minority representatives from the business community describe a variety of business-related careers such as accounting, engineering, and banking. Prospective participants are given some training in conducting job interviews and are responsible for arranging their own interviews with corporations involved with the Inroads program. This is part of the testing process — to see which students will take the initiative to arrange appropriate interviews, arrive on time, and dress properly. Corporations make the final decision in selecting students whom they wish to sponsor. In each city, between 40 and 60 students enter the program each year.

Hispanics are projected to become the largest minority in the United States by the year 2000. In preparation, eight Inroads affiliates in cities with substantial Hispanic populations are continuing their efforts to recruit more Hispanic staff and students. In these cities, five of 32 professional staff members and 14 percent of both college and pre-college students are Hispanic.

Trainee Profile

The program is aimed exclusively at minorities. Participants are approximately 85 percent black; most of the remaining 15 percent are Hispanic. Thus far, participants have been almost evenly divided between male and female.

Summer Internships

During college, students work full time each summer within their sponsoring corporations. These summer internships are designed to provide students with specific skills so that they will be ready to assume permanent managerial

positions upon graduation. The salaries paid to students increase each summer as students take on advanced responsibilities.

An executive in each firm is designated to monitor the Inroads students' performance. Most companies use a management-by-objectives approach. At the beginning of each summer, the supervisor and student together set specific objectives which the student will try to achieve during the three-month period. The executive follows up with a mid-summer and end-of-summer evaluation to record the student's success in meeting the objectives.

Special Training

The Inroads staff also conducts periodic group seminars for students on weekends and in the evenings. Many seminars are career-oriented — teaching students how to write resumes, search for jobs, and conduct successful interviews. Others teach etiquette and proper dress, time management, budgeting, and assertiveness training. Students are required to attend this special training, as designated by their program counselor. In addition, the staff arranges for formal, academic training to complement participants' regular college courses. These special classes are designed to help overcome weaknesses in their academic and study skills.

Classes vary from city to city, depending upon need. In Minneapolis, for example, the Inroads staff hired instructors from the University of Minnesota to teach math at four different levels — from algebra through calculus. In Nashville, the staff contracted with the University of Nashville to teach math and communication skills to entering freshmen. A number of cities have introduced evening classes on proper study habits for entering freshmen. In total, Inroads students receive special training —whether career or academically oriented — on the average of about one and a half times a month.

Regional Training Institutes are held each year to bring 200-300 interns to a university campus for three days of training and camaraderie. Inroads sponsors a National Training Institute every four years. With an attendance of 1300 students, the August 1983 keynote theme will be "Networks and Partnerships." The National Training Institute will feature workshops, seminars, and guest speakers.

Tutoring

Each Inroads program also hires graduate students to tutor individual participants when necessary. The Chicago program, for example, spends approximately $7,000 a year on tutors for its clients.

Counseling

Inroads Inc. maintains its own staff of counselors to monitor student progress and offer academic, personal, and job-related guidance. Counselors meet with students at least once a month to discuss and assist in resolving problems.

Placement

Inroads students must maintain at least a C+ average throughout their college careers. Students who fall behind are given one year to catch up. Those who fail to do so are dropped from the program. The staff feels that there are too many applicants who could benefit from the program to justify keeping students who do not put in the effort to maintain either their grades or their job performances.

Those who successfully graduate from the program often enter professional positions in their sponsoring firm. Graduates are not required, however, to take jobs in the corporation which sponsored them. Some choose to take jobs in other sponsoring companies or in firms outside the Inroads network.

PROGRESS

Over 350 students nationwide have successfully completed the program. Inroads defines successful graduates as those who complete the program and take jobs with sponsoring firms. Programs are now being operated in 15 U.S. cities. Three programs have been graduating students for three to five years; two programs will have their first graduates this year. Four cities have yet to graduate any students since their programs are less than four years old.

PROBLEMS

The single most important problem is the inability of its students to compete academically. Despite the rigorous screening process and the many support services offered by the Inroads staff, the majority of students who fail to complete the program do so because they cannot maintain the program's academic standards.

The Inroads staff now believe that early identification is the key -- that they need to prepare students for high-level jobs even before they reach college level. As a result, a pre-college program which recruits minority students as early as the eighth grade has been instituted. The screening for this program is even more selective than the college program because it requires an eight-year commitment. The staff not only reviews the academic record of potential candidates but also interviews parents. This assures that parents are committed to the program and will encourage and support their chidren's participation.

Students who enter the program receive pre-engineering and pre-business academic training during the summer and on Saturdays throughout the school year. The program is supported by corporate contributions, although there is no set fee. Currently there are 714 students nationwide enrolled in the pre-college program at a total cost of $350,000.

HINTS FOR SUCCESS

Enlist the support of top executives within participating firms. This will ensure that corporations give the program the attention it requires.

Be realistic when describing the program to corporations. Let the executives know the kinds of problems inner city youths face in making the transition into the business world.

Be highly selective in recruiting students since they will have to compete with those who have excelled in more affluent suburban schools.

Provide students with role models. All of the Inroads staff members, with the exception of the founder/president, are themselves minorities who understand the problems inner city youth experience.

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Bulletin

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SECURITY PACIFIC BANK, PROJECT STEP (SKILLS TRAINING EDUCATION PROGRAM), Los Angeles, California

CATEGORY Vocational training, entry level positions in the banking industry for high school students and some adults

OPERATOR Security Pacific Bank

SUMMARY Security Pacific's prime objective in operating Project STEP (Skills Training Educational Program) is to provide a community service by training high school students and some adults for entry level jobs in demand in the banking industry. Educational institutions support the program because it gives students an opportunity to learn practical job skills in a business environment where they are taught by banker/teachers who have access to the latest banking techniques.

RESULTS Ongoing since 1971; currently 2,000 enrollees/trainees per school year

FUNDING Local school districts pay bank employees for providing classroom instruction; all other costs funded by Security Pacific Bank.

TIME SPAN September - June annually since 1971

OUTLINE Security Pacific Bank's Skills Training Eduation Program, Project STEP, is a business-education partnership which gives students entry-level job skills in banking and helps prepare them for the world of work. The bank operates the program in conjunction with state educational institutions, specifically with 12 California Regional Occupational Programs (ROP's) which serve over 72 school districts. The ROP's were set up to assist districts in providing vocational training programs.

Targeted Audience Aimed primarily at high school students, Project STEP offers some 115 classes in a wide variety of banking job skills. The courses are taught at 40 bank branches and offices throughout the state, although most are taught in the Los Angeles area. After regular banking hours, bank offices serve as classrooms and bank employees moonlight as teachers with the full support and approval of their employer.

Like their banker/teachers, students become involved in Project STEP on their own time. On the recommendation of their advisors, they enroll in the courses as electives and receive school credit and grades. Courses are held Saturdays and evenings.

For several reasons, the banking industry is well suited for a sizable career education program such as project STEP. First, the industry is present in virtually every community. Second, its job functions vary little from one locality or banking institution to another. Third, it is sometimes difficult for banks to fill staff entry-level positions because of high turnover rates.

Though project STEP is firmly rooted in the business community, it is conducted as a state-approved educational program. Therefore, a course cannot be offered simply because Security Pacific needs workers in that area. The job must be in demand in the local banking industry, as determined by an employment survey conducted by the Regional Occupational Programs (ROP) representatives.

Curriculum

Basic bank teller instruction accounts for approximately half the 115 classes offered and is taught in 20 different bank locations. Project STEP's latest component is its 6-hour Personal Economics Module offered to students in the Los Angeles Unified School District. The course covers the basics of checking and savings accounts, loan application and proper use of credit cards. The following is a list of the 15 additional courses offered:

- Credit occupations
- Credit counselor
- CRT operator
- Banking skills
- Banking reconciling
- Proof operator
- Office careers
- Data entry
- Banking occupations
- Senior paying and receiving teller
- Banking operations
- Credit reconciling
- Advanced escrow clerk
- Banking and financial occupations
- Word processing

Classes range in length from 70 to 180 hours per semester, depending on the difficulty of the skill and complexity of the equipment. Some 150 students are involved in another small program component: daytime courses scheduled during regular bank and school hours. These students study banking with a business education teacher in school classrooms for 6 weeks and then spend 12 weeks in various bank departments gaining hands-on experience. Some of those courses are held during the summer. There are approximately 20 students in each class.

Trainee Profile

The program director estimates that approximately one-third of the students are Hispanic, one-third white and one-fourth black, and that the remaining percentage are Oriental. At least 90 percent are high school students; the majority are seniors, although juniors have been accepted in recent course cycles. A small minority of the course participants are adults who live in regions in which the ROP is involved in career education for adults.

PROGRESS

In the past five years, Project STEP has expanded from 20 to 115 classes, a clear demonstration that Security Pacific considers the program an unqualified success. Others agree. Project STEP won three national awards during the 1979: the Silver Anvil Award for the best community relations program in the business category from the Public Relations Society of America; the Award of Merit from the American Vocational Association; and the principal Freedoms Foundation Americana Award.

Both teachers and students are enthusiastic and highly motivated. The program director indicates that discipline problems have been minimal. During the last four years, there have been only two or three incidents of

petty theft or minor vandalism. The program director feels there is a simple explanation for the students' exemplary behavior: "They know they will learn a skill that will really do them some good."

Security Pacific has realized numerous benefits as a result of Project STEP: a positive image in the community; high employee morale; new customers; and assistance in meeting affirmative action goals.

The program director estimates the bank has hired at least 20 percent of the program graduates. Other banks have hired hundreds of additional graduates. Project STEP is the largest of 10 Security Pacific community relations programs which reach 4,000 young people each year.

Project STEP personnel believe the program can be implemented in any company or organization since it can be modified to fit the size, commitment, and resources of any organization.

HINTS FOR SUCCESS

The project is a success because it has received the support of top bank management. Because courses are offered as electives, they attract well motivated students who perform extremely well. Another reason behind the success in the classroom is that the students are treated like adults. The teachers' attitude toward the students evolved naturally because, as the program director explains, "They are used to working with adults on the job; they wouldn't know how to do it any other way."

The program represents a solid approach for business participation in career education. In addition to contributing technical and human resources and the program worksite, Security Pacific also took steps to comply with various state regulations and certification requirements. That way, with full school accreditation, the courses were even more practical from the students' and educators' perspectives.

Banker/teachers conduct the courses on their own time and are paid standard teaching wages for those hours by local school districts. Also on their own time, they are required to obtain California Designated Subject Teaching Credentials; this involves taking a 60-hour teacher training course. In addition, employees must have five years of bank experience or three years experience with a related college degree to qualify as course instructors. According to the program director, Project STEP is a great morale booster for the approximately 200 bank employees who participate as coordinators, teachers or substitute teachers. Teachers range from assistant vice presidents to supervisors and confirmation clerks.

Consider hiring a former teacher with business experience to coordinate the program. Such a person will help serve as a bridge between the school and business communities.

Start small. Project STEP began with three pilot project classes. After their success, the project grew more rapidly. Within four years it reached its present size of 115 classes.

Even a small project requires a serious ongoing commitment from the participating company. Project STEP, for example, requires a substantial commitment of human resources.

In seeking project support, stress the benefits to the company. Project STEP has been enormously successful in terms of public relations. It has helped the company meet affirmative action goals and recruit skilled, experienced entry level personnel.

Consult with educational authorities at every step of the way. The most successful business-based career education and exploration programs are those which build a strong partnership with education.

PRODUCTS Brochure and Slide presentation - "Community Educational Programs"

Brochure - "Project STEP" (Master Schedule of bank-sponsored classes)

Handbook - Project STEP Teacher's Handbook

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Bulletin

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IBM Work Experience Program for Hearing-Impaired College Students
San Jose, California

CATEGORY Work experience for the hearing-impaired in professional fields

OPERATOR International Business Machines Corporation (IBM)

SUMMARY The International Business Machines Corporation (IBM) Work Experience Program for Hearing-Impaired College Students provides work experiences in professional fields such as computer programming, accounting, and engineering. While providing IBM with professional workers, the program gives the college students a chance to demonstrate their abilities. Approximately 40 percent of the students are involved in the program for more than one summer or one quarter during college. Students who return are given progressively more sophisticated and challenging assignments.

Traditionally, hearing impaired people have suffered from under-employment rather than unemployment. In contrast, program enrollees earn $6 to $10 per hour, depending on their chosen fields and skill levels. Upon graduation from college, they are typically hired into positions paying $18,000 to $25,000 per year. Employers of former program participants include IBM, Chesapeake & Potomac Telephone Company, the U.S. Department of Agriculture, the U.S. Navy Department, Eastman Kodak Company, General Motors Corporation, Lockheed Corporation, and the Dow Chemical Company.

RESULTS June 1974 to June 1982 -- 255 hearing-impaired students have filled 379 work experience positions.

FUNDING Totally funded by IBM. Expenditures include student salaries of $6 to $10 per hour; relocation expenses; and about $15,000 per year for administrative overhead, including a percentage of the program administrator's salary.

TIME SPAN June 1974 to present

OUTLINE

Background The program began in 1974 with five hearing-impaired students from Gallaudet College and the National Technical Institute for the Deaf; it has grown each year. Most work experiences occur during the summer months. To a lesser extent, IBM offers cooperative work experiences during varying academic quarters.

Recruitment and Selection

Colleges, universities, and rehabilitation agencies inform students about the program through school publications (newspapers, bulletins, faculty notices) and by direct contact. Placement offices assist the students in assembling employment application files -- containing applications, resumes, transcripts, letters of reference -- to be presented to the IBM program administrator. The program administrator visits college and university campuses to interview the applicants. Among the most important criteria in selection are grades and courses of study. IBM hires individuals whose area of concentration includes computer programming, engineering, business administration, and other professional areas of interest to the firm. The program administrator also looks at the personal qualities, motivation, and involvement in campus or community activities of the applicant. Though not a criterion for selection, a student's mode of communication, (lip read, speak, write, sign), is also considered. Students who do not have good speaking or lip reading skills are assigned, if possible, to departments where the manager knows some sign language.

Trainee Profile

Two hundred twenty-five students have participated which includes seven graduate students and 218 undergraduates; 174 men, 51 women; 28 minorities.

Work Experience

Qualified college students have been placed at 40 IBM sites throughout the U.S. and Canada. Placement location depends on the availability of appropriate openings in IBM and on the students' geographic preferences. In major facilities, hearing-impaired college students participate in the company's one-day orientation for all professional employees. At smaller facilities managers give a less formal orientation.

Once on the job, the employee is briefed by the manager about the department's responsibilities and how it contributes to IBM's overall function and is assigned to work closely with an experienced employee. When a job is mastered, the new worker is given new and more complex tasks with increasingly less supervision. For example, a hearing-impaired computer programmer who knows COBOL and FORTRAN may be assigned to a department where PL/1 is the computer language used. The programmer's first job is to learn PL/1 with the help of a user's manual and a terminal. Once comfortable with the new language, the student may write simple computer routines to check program performance and then move on to more sophisticated programming.

Student Evaluation

The project managers get constant feedback about the students' work from experienced co-workers. At the end of the work experience, they write formal evaluations which describe responsibilities and assess performance.

PROGRESS

Overall, managers rate the workers highly. Eighty-one percent have received ratings of good to outstanding. As a result of the students' performance, IBM managers at all levels and in an increasing variety of fields are willing to hire hearing-impaired applicants. In 1982, IBM hired 10 former program participants for entry-level professional jobs and several hearing-impaired professionals who were not program participants.

PROBLEMS

Communication difficulty can sometimes hinder the students' adjustment to the job. Both students and work associates are prepared to communicate initially by writing. At larger sites, IBM solves this problem by offering sign language classes on a voluntary basis for employees in departments where

hearing-impaired workers will be placed. At smaller sites, employees often learn sign language from the student. The company has also prepared a pamphlet, Orientation to Deafness, which is given to managers before the student-worker arrives.

Written reports can be a problem. At times the written reports of hearing-impaired individuals are not grammatically correct. Frequently, a supervisor will work with the hearing-impaired individual to improve writing skills.

HINTS FOR SUCCESS

- Move hearing-impaired student workers into productive work as soon as possible.
- Encourage other employees to learn sign language or other methods to communicate with hearing-impaired associates.

PRODUCTS

Orientation to Deafness, a pamphlet discussing what can be done to facilitate communication with hearing-impaired people, is available upon request from IBM.

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Bulletin

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COLORADO FAST-TRACK, INDUSTRY RELATED, START-UP TRAINING (FIRST), OFFICE OF CUSTOMIZED BUSINESS AND INDUSTRIAL TRAINING, Denver, Colorado

CATEGORY Economic development, customized business and industrial training

OPERATOR Colorado FIRST

SUMMARY Colorado FIRST (CF) is a public agency funded through state and federal grants. Its major economic development goals are to provide businesses with financial incentives for expanding or locating in Colorado and to enable Colorado residents to compete for the jobs created by those companies. Colorado FIRST offers financial and technical assistance for the development of start-up training. These short-term skill training programs teach the specific skills a new or expanding company will require of its employees. Because training usually takes place before a plant opens, the employer has a trained local work force with which to initiate or expand industrial production.

Colorado FIRST (CF) can offer a comprehensive economic development program because it is jointly administered by the Division of Commerce and Development and the State Board for Community Colleges and Occupational Education and coordinates activities with the following agencies: the Colorado Department of Labor and Employment, the Governor's Job Training Office and local private industry councils. By coordinating with these agencies, CF is involved in the planning stages of economic development, has access to the training facilities and instructors in the community college system, and can use JTPA training money to supplement CF money when trainees are JTPA-eligible. The program operators can work with employers of various sizes, develop training for any number of people, and initiate a training program very quickly. CF programs have trained groups of 10 to 300 people and have been organized and operating in less than two weeks.

RESULTS 1,000 trained; approximately 970 placed (97%)

FUNDING Funds allocated for FY 1983 and 1984 include $170,000 perannum contributed by the Division of Commerce and Development and the State Board for Community Colleges and Occupational Education. For FY 1984 an additional $185,000 comes from JTPA Title III dislocated workers funds. These funds cover training costs and administration for JTPA-eligible referrals in Colorado FIRST programs.

COSTS Approximately $500.00 per placement.

TIME SPAN 1979 to present. (The individual training programs last from one week to six months.)

OUTLINE

Background

Colorado FIRST evolved out of the "Jobs for Coloradans" idea, a public policy promoted by the governor in 1977 which stated that publicly funded training and economic development projects should primarily benefit Colorado residents. The program began in May, 1979, with a grant from the Four Corners Regional Commission which received its money from the Economic Development Administration (a federal agency). Its first training project started in September, 1979. The staff consists of a director and staff assistant.

Colorado FIRST encourages business expansion or location in the state by assisting in the development of a competitive workforce through industry-specific, start-up training. By learning the actual industrial skills used in a company before a new or expanded plant opens, local residents can successfully compete for the available jobs. Businesses also benefit because they can initiate operations smoothly and reach a profitable level of production quickly.

Colorado FIRST promotes company expansion or relocation in two ways. It can provide funding for curriculum development, instructors' salaries, training space, equipment, and supplies. This money usually supplements the employer's resources and contributions toward training costs. CF also offers technical assistance in developing a training program by helping companies use the training services available in other state agencies such as the community college system or JTPA program. Each training project operates with the same general procedures for marketing, program development, recruitment, and curriculum design. The Colorado FIRST staff works closely with representatives from other state and local offices during each phase of the project. There are currently no formal guidelines which identify specific industries as preferred training fields, but these may be developed as competition for available funds increases.

Although no particular regions are singled out for economic development activities, Colorado FIRST has worked primarily with companies moving to or located in rural areas and small cities and towns. This informal targeting is intended to bring more jobs to agricultural areas which have had few industrial opportunities in the past.

Marketing and Program Development

Colorado FIRST uses existing channels for disseminating information about start-up training. Staff members attend meetings of private industry councils to inform members about the financial and technical resources available for the development of start-up training.

Since Colorado FIRST is housed with the State Division of Commerce and Development, staff members also participate in early discussions with companies seeking information from the state about relocating or expanding. Businesses can then use information about start-up training when making their final decisions about a plant opening or expansion.

When a company decides to run start-up training to coincide with a plant opening or expansion, the local vocational technical school submits a short proposal describing the purpose and nature of training and the number of jobs that will be created. After reviewing the proposal, CF arranges a meeting of representatives from the company, the community in which the company will be operating, the State Division of Commerce and Development, the State Board for Community Colleges and Occupational Education, the local JTPA administration, and the state employment service. These people determine the specific skills future employees will need, the kind of training needed, the length of training, the training site, and the recruitment requirements for trainees. Colorado FIRST then coordinates the development and operation of the training program.

Recruitment, Assessment, and Selection

Both the local JTPA administration and the employment service recruit training applicants according to the employer's criteria. The company may also recruit trainees. Trainees must be JTPA-eligible only when the training and administrative money for a particular project comes from a JTPA grant. Often there will be both JTPA and non-JTPA referrals in a training group.

The employer selects the trainees from the groups of recruited applicants. Occasionally a three-member panel, made up of the employer, the training instructor, and a JTPA staff member, screen and select the applicants for the training positions. At the end of training, graduates compete for the available jobs, but the completion of training does not guarantee a job.

Training Design

Colorado FIRST usually contracts with local community colleges to operate the actual training sessions. Almost all of the projects to date have involved a community college or vocational school. In consultation with the employer, the training institution develops the curriculum if one does not yet exist and hires or provides the instructor, including company supervisors. The company often suggests an instructor if the college or school does not have one on staff. Training may take place at the college or school, but most often some or all of it is done at the company.

Industrial skills training may provide students with some theory, but all programs emphasize learning by doing. An instructor demonstrates a skill or operation; the students practice until they can competently perform it. The training period may be as little as one week or as long as six months. Depending upon the size of the company and the number of trainees involved, training may be given once or offered several times with trainees enrolling on a staggered schedule. The projects described below were selected to document the flexibility possible in terms of size of company, number of trainees, and length and type of training.

Evaluation

Colorado FIRST measures its success, in part, by the quantitative results of the start-up training it coordinates. Equally important is a company's assessment of the results of start-up training. CF regularly contacts firms, usually through phone calls, to find out whether the newly trained employees meet the employers' expectations. Other information CF uses to evaluate its programs includes turnover rate, success in filling vacancies, production levels, and the cash flow situation in a new company.

SPECIFIC PROGRAMS

Neoplan Bus Company

Neoplan Bus Company, a German firm, opened a plant in Lamar, Colorado. Colorado FIRST coordinated and helped fund start up training which prepared people for jobs as machinists, welders, glaziers, sheetmetal workers, upholsterers, mechanics, and painters.

When the company first contacted the Division of Commerce and Development, Lamar was suggested as a possible site for the company to build a bus manufacturing plant. Lamar, located in an agricultural part of the state, had its own economic development committee, whose representatives visited Germany to promote their town. When the company showed interest, the town put together the necessary land package, upgraded roads, and arranged with the utility company to design a recirculating heating system for Neoplan. Colorado FIRST paid part of the curriculum design and training costs. The project had three phases.

Phase I (October 20 - December 31, 1980). The company selected eight people for training as foremen in each of the functional areas of bus manufacture. They went to Pilsting, Germany for six weeks to learn about the company, to study the technical aspects of production, and to design the training schedules in their respective areas. Several people from Lamar Community College, Colorado FIRST's training provider, also visited the plant in Germany.

Phase II (January 1 - June 30, 1981). Trainees were recruited and selected for a combination of classroom instruction at the community college and in-plant training at Neoplan. Each student learned skills related to one area of bus manufacture such as welding, carpentry, mechanics, painting, or electrical work. Instructors taught the competency-based curriculum in two-week modules. Classes ran three evenings per week and on Saturdays. The training period varied according to each individual's progress, and they had developed the required entry-level skills. The average training time was thirty hours per week for four to six weeks.

Phase III (May 27 - September 30, 1981). Because the plant staff needed more detailed technical knowledge, eight leadmen, highly skilled craftsmen in their particular areas, came from Germany to train Lamar workers. They worked on the plant floor, teaching through demonstration.

Results. Neoplan now employs over 700 people. One of the original foreman trainees is now the plant manager. Another has moved from sheetmetal foreman to quality control supervisor. A third changed from electrical production to engineering. Several entry-level trainees are now leadmen.

Colorado FIRST contributed a total of $70,000 to this project. Neoplan contributed plant space and partial cost of training. Additional training money came from four other sources: $3,500, Lamar Community College; $36,120, the State Board for Community Colleges and Occupational Education; approximately $100,000, Balance of State CETA; and $56,490, State Office of Manpower Planning and Development. Other financial resources included $6.3 million from the Economic Development Administration and $5.7 million from an industrial revenue bond.

Colorado Gasahol

The growth of the fuel alcohol industry among Colorado farmers has increased job opportunities in rural areas. Colorado FIRST has encouraged this growth by coordinating the development of industry-related training.

A training coordinator selected by the American Agriculture Foundation and paid by the Balance of State Private Industry Council developed a curriculum for use at Lamar Community College. Twenty-two trainees (eleven were CETA referrals) took eight weeks of combined classroom instruction and on-the-job training with Colorado Gasahol. Colorado FIRST paid the instructor's salary. Colorado FIRST spent $8,500 on the project; the CETA costs were $49,200.

PROGRESS

Out of the one thousand people who have completed training, 97 percent have been placed in jobs, and 50 companies have been assisted through Colorado FIRST's start-up training activities. Most of the jobs created are in rural parts of Colorado which usually offer agricultural jobs and often only on a seasonal basis.

PROBLEMS

A dilemma which Colorado FIRST faces is how to establish a reputation as a coordinator of start-up training without generating more interest from the business community than the program can respond to financially. As a partial solution to this problem, CF limits its marketing efforts to economic development councils, private industry councils and other established channels for distributing information about training and development.

HINTS FOR SUCCESS

- o Coordinate start-up training activities with the work of state and local economic development groups. Companies are more likely to train local residents for jobs if the agency coordinating training takes part in the initial relocation or expansion discussions. Many companies consider the availability of start-up training a significant factor in the decision about location.

- o Use existing training resources. CF relies on the community college and vocational education systems as training providers. Their statewide facilities offer training sites and/or instructors in all regions.

- o Use company facilities whenever possible. Trainees become productive employees more quickly when they are familiar with the worksite, the supervisors, and the company's policies.

- o Use financial resources as a catalyst for program development. Although CF's budget is limited, coordination with JTPA private industry councils, the community colleges, and state and local economic development groups expands the financial and personnel resources of the program.

- o Be flexible enough to respond quickly when necessary and patient enough to stay with lengthy negotiations and company planning schedules. Small companies may request training that needs to start tomorrow, while major corporations often make expansion and/or relocation decisions slowly and carefully. It may take three weeks or three years to get a training program started.

- o Allow employers to select the program trainees from the recruitment pool. Employer's confidence in the trainees is an essential element of the program and is enhanced when employers select the training participants as well as make the hiring decisions after training.

PRODUCTS A brochure describing the program is available from Colorado FIRST.

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TRAINING AND TECHNOLOGY (TAT)—INDUSTRIAL SKILLS TRAINING, Oak Ridge, Tennessee

CATEGORY Industrial training, combining classroom instruction and hands-on experience in machining, welding, physical testing, and pipefitting.

OPERATORS Oak Ridge Associated Universities (ORAU) and Union Carbide Corporation, Nuclear Division (UCC-ND) operate Training and Technology for the U.S. Department of Energy (DOE). Martin Marietta Corporation will assume Union Carbide's responsibility beginning April 1984.

SUMMARY Training and Technology (TAT) is an industrial skills training program that has, for 17 years, served the unemployed and underemployed, the dislocated, and the economically disadvantaged. Operated jointly by Union Carbide Corporation, Nuclear Division, (UCC-ND) and Oak Ridge Associated Universities (ORAU), the TAT program is located at the U.S. Department of Energy's Y-12 Plant in Oak Ridge, Tennessee. The Y-12 Plant is a high technology facility involved in scientific research and weapons fabrication. It provides an industrial atmosphere in which trainees learn industrial skills and industrial behavior. DOE supplies the training site and the necessary equipment. Union Carbide is responsible for the skilled instructors, supplies, and maintenance. ORAU, a not-for-profit association of over 50 southeastern colleges and universities, provides administrative services, planning and development, trade-related academic instruction, and such trainee support services as recruitment, counseling, housing assistance, and placement.

TAT courses are sponsored by various agencies, including private industry councils, state and federal departments of labor, migrant and seasonal farmworker agencies and dislocated worker programs. Participants may also enroll and pay their own tuition through the Oak Ridge High School Adult Education Program.

The courses vary as the program is adapted to meet changes in industrial technology. TAT currently offers six-month courses in machining, pipefitting, physical testing, and combination welding. These courses give trainees entry-level skills for employment in industrial jobs. To ensure they can compete for the best available jobs, the trainees must be willing to relocate.

RESULTS 7457 entered; 5910 trained; and 5280 placed (approximately 90%). Average starting wage for graduates: $6.47 per hour.

FUNDING A grant from the U.S. Department of Labor provided funds to establish TAT in 1966. The program now operates on a tuition basis; the tuition is the actual cost of providing the skills training and student services. Tuition and support is paid for each trainee by the sponsoring agency, which may be one of the various local, state, or federal sponsorships. A trainee may also enter through the Oak Ridge High School Adult Education Program and pay his or her own tuition. The total funding for FY 1983 was approximately $2,000,000.

COST The tuition for FY 1984 is $3810.

TIME SPAN 1966 to present.

OUTLINE

Recruitment, Assessment and Selection Training and Technology recruits trainees in Tennessee and surrounding states through various public and private organizations, such as state employment services, labor organizations, Job Corps, Veterans Administration, Vocational Rehabilitation, Adult Education Programs, Migrant and Seasonal Farmworker Programs, and the private industry councils under the Job Training Partnership Act.

After being selected by a sponsor agency, training candidates complete an application and take the Basic Occupational Literacy Test administered by the TAT staff. A trainee must function on at least a sixth-grade level. During the assessment, applicants are given a general description of the program through slide shows, presentations, and discussions. If possible, applicants visit the Y-12 Plant in Oak Ridge for their assessment and a tour of the facilities; otherwise, interviews are conducted at locations selected by the sponsors.

Usually, a three-member committee representing Union Carbide, ORAU, and the sponsoring agency selects trainees for the available positions. Applicants who are accepted must move to Oak Ridge for training and must be willing to relocate after training if employment is not available in their home communities.

Trainee Profile Approximately 35% of TAT's trainees are blacks, Hispanics, Native Americans and women. The average age is 23. Trainees must be 18 years old, but there is no upper age limit.

Training Design TAT training is conducted in an industrial environment where craft skills are taught in combination with an emphasis on the kind of behavior and attitude the trainees need for industrial employment. The importance of industrial behavior is reflected in monthly trainee evaluations. The training takes place at DOE's Y-12 Plant operated by Union Carbide Corporation. To enter the plant, trainees must wear badges like regular employees and they must punch in and out on a time clock. The courses run five days a week, eight hours per day on rotating shifts of 7:00 a.m. to 3:00 p.m. and 3:00 p.m. to 11:00 p.m.

The shop and laboratory instructors for the courses are on loan from Union Carbide's regular work force at the plant. The craft instructors are union members. Oak Ridge Associated Universities provides instructors in mathematics and science related to the craft skills being taught. These instructors have at the minimum a Bachelor's degree, teacher certification, and experience working with the socially and economically disadvantaged.

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All courses last six months. The trainees spend approximately 70% of their time in hands-on training in shop areas and 30% in classroom instruction.

Orientation

All trainees begin the program with a three-day orientation in their chosen skill areas. They receive a trainee handbook and learn the program rules regarding attendance and industrial behavior, and they are shown how they will be graded. They are told where things are, receive safety and security procedures, and are shown the equipment they will learn to operate.

The orientation also covers the availability of general support services, such as housing and transportation assistance, and how to sign up for tutoring or work toward the high school general equivalency diploma (GED), which is offered onsite.

On the day after orientation, the trainees are separated into classes according to the skill areas they have chosen, assigned an instructor, and issued tools, textbooks, and supplies. They also begin meeting with their classroom teachers for mathematics, blueprint, and physics instruction.

Skill Areas

TAT believes that the most effective method of training is that of an actual hands-on experience under the direct supervision of skilled craftsmen and technicians. Each skill training area has its own curriculum which is developed by the Union Carbide instructors. The curricula are continually evaluated and revised. TAT adds or deletes skill training areas according to changes in technology and the job market. The current training areas are combination welding, machining, physical testing, and pipefitting.

Combination Welding. Welding students spend two-thirds of their laboratory time learning shielded metal arc welding, the most common type of welding used in industry. But they also learn other welding techniques, such as oxyacetylene burning and welding, gas-shielded tungsten arc welding, and gas-shielded metal arc welding. The trainees' work is tested to ensure the welds meet the standards of the American Society of Mechanical Engineers and the American Welding Society.

Machining. Instruction in machining includes approximately three months on lathes and related equipment -- engine, computer numerical control, duplicator, and vertical turret lathes. The other three months are spent learning to operate milling machines and related equipment -- vertical mill, shaper, surface grinder, radial drill, and power saw. Special emphasis is placed on trainees learning to make their own setups for each job using shop prints and modified procedure sheets.

Pipefitting. The pipefitting course teaches the fabrication and installation of all common types of piping -- steel, cast iron, copper, and plastics. The trainees also receive experience in the maintenance of existing pipe systems and in the installation of plumbing fixtures.

Classroom Training

Classroom training complements the practical shop experience by teaching the theory associated with a particular industrial skill area. In addition, each skill area has its own related mathematics or mathematics-science curriculum.

The following classes are instructed by Union Carbide: Welding (theory of various welding techniques and instruction in blueprint); Machining (blueprint reading and machining theory); Physical Testing (theory of materials and weld testing techniques); and Pipefitting (theory of plumbing and pipe fabrication and instruction in blueprint).

ORAU instructors provide classes in the following trade-related subjects: machining, physical testing, and pipefitting.

Machining. All machinists receive instruction in fundamental arithmetic operations, fractions, and decimals. This information is applied to problems of tolerances, clearances, and forced fits. TAT machinists also learn applied geometry and trigonometry. Examples include: taper problems, radius, diameter, circumference, gears/pulleys, Pythagorean theorem, sine bars and plates, angles, compound angle illustrations, and problem-solving related to blueprints. Machinists are also introduced to mathematical concepts related to numerically-controlled machinery.

Physical Testing. Trainees in physical testing receive instruction in fundamental arithmetic operations, fractions, and decimals, ratios and proportions and in algebra with emphasis on equation solving, logarithms and graphing. The trainees also learn applied geometry and trigonometry. Some topics include radius, diameter, circumference, Pythagorean theorem, problem-solving related to blueprints, angles, and Snell's law. Physical testers receive instruction in welding symbols and blueprint reading. In addition, basic physics is taught. Topics include: wave theory, sound, light, electricity, magnetism, atomic structure, and radiation.

Pipefitting. Pipefitters receive instruction in fundamental arithmetic operations, fractions, decimals, geometry and trigonometry. In arithmetic they learn to calculate center-to-center and end-to-end pipe measurements. They work with fitting angle constants to determine the offset, diagonal and rises or runs of pipe layouts. In geometry, the Pythagorean theorem is applied to solutions of jumper offsets and parallel offset problems. They calculate elevations of pipe given the grade and run. In trigonometry, students may actually derive the fitting angle constants. They learn to do rolling offsets and welded rolling offsets. In the latter, they learn to derive the fitting angles and cutting angles for any pipe fabrication.

Trainee Evaluation

The TAT instructors evaluate the trainees at 30-day intervals and grade them on performance in math and science, shop skills and theory, and on their industrial behavior. The industrial behavior grade reflects the degree to which a trainee demonstrates the following qualities TAT feels to be very important to prospective employers: attendance, punctuality, following instructions, cooperation with supervisors and fellow trainees, enthusiasm and willingness to learn. The trainees sign a waiver at the beginning of their participation allowing prospective employers to see their grades and evaluations.

Support Services

ORAU provides a range of trainee support services which includes assistance in locating housing, forming carpools, completing veterans' benefits forms, individual and group counseling, and GED classes.

Placement

The placement services provided by ORAU to graduating trainees include career-development seminars on job-hunting methods, application completion, resume writing, and interview techniques.

TAT's placement success is due primarily to a continuous effort by the placement staff in locating prospective employers and then providing those employers with a constant supply of qualified entry-level manpower. The placement staff contacts companies throughout the southeast to explain the training program and to describe the skills of the graduates. Out-of-state companies frequently send representatives to Oak Ridge to interview job applicants and review the training program. Some of the companies that have hired graduates include Union Carbide, Newport News Shipbuilding and Drydock Company, Joy Manufacturing, and Daniel International. TAT attempts to place trainees in geographic areas of their choice, but they must be willing to relocate in those areas where there are job opportunities.

PROGRESS

TAT is a long-standing program in its seventeenth year of operation; the success of TAT has proven that private industry/education/government cooperation in training is a workable solution to the predicament of unemployed, underemployed, disadvantaged and dislocated workers and is a method of filling industry's need for trained craftsmen.

Recently, TAT accepted a contract with the Tennessee Department of Labor to train 100 dislocated workers in Tennessee and contracted with many of the JTPA service delivery areas throughout the state to train skilled workers. The Job Service offices in Tennessee have the responsibility of certifying and referring participants for training at TAT.

PROBLEMS

One problem TAT administrators face when marketing the program throughout the southeast is the reluctance of sponsoring agencies to send people out of state for six months of training; the sponsoring agencies would like to spend their training funds in their states. TAT's extensive facilities, experienced instructors, and 90% placement record have helped overcome this problem.

Another problem is the overall reduction in federal money available to sponsor people in skill training programs and the reluctance of sponsors to provide adequate needs-based payments. Few unemployed, disadvantaged, dislocated, and unskilled people have enough money to support themselves during six months of intensive training. This problem remains unresolved, but the TAT administrators are confident that the money to train people for high-demand industrial jobs will be found.

HINTS FOR SUCCESS

o Recruit a strong industrial partner. Any program that attempts to train people in high-demand, state-of-the-art industrial skills must have the participation of a company with active experience in those skills. Because Union Carbide provides instructors for the TAT courses, the trainees receive up-to-date instruction in the skills and technology in current use.

o Designate an appropriate institution to provide administrative services. Rarely is the industrial partner interested in or equipped to supply the administrative or trainee support services for such a program. These responsibilities should be handled by a vocational education institution, a nonprofit group, or a university. In the case of TAT, Oak Ridge Associated Universities was the logical choice to provide such services because the role of administrator closely fits the function and purpose of the association.

o Develop a base of funding support. A multi-state training facility requires the strong support of state and/or federal funds. Because the people who can benefit most from the skill training provided by TAT usually cannot pay their own tuition, the program is marketed primarily to state, federal, and privately funded agencies administering to unemployed, underemployed, and dislocated workers.

PRODUCTS Brochures describing the Training and Technology program are available on request through the project manager's office.

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Bulletin

An Information Service of the NAB Clearinghouse

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August 1982
Revised January 1984

INDUSTRIAL SKILLS TRAINING, Salem, Oregon

CATEGORY Classroom and hands-on training in production skills for light industry and manufacturing

OPERATORS Mid-Willamette Jobs Council and Chemeketa Community College

SUMMARY This open-entry, open-exit program trains JTPA-eligible people whose limited skills, lack of job experience, or personal histories have kept them from finding permanent, full-time employment. Some participants cannot read or write; some cannot speak English; and some are preparing to re-enter the community upon release from prison or the state mental hospital. Though participants learn basic tool use and building skills, the instruction emphasizes most heavily the development of good work habits, a spirit of cooperation, and a sense of responsibility to the job. In the Salem area, a region lacking major industry, most program graduates find jobs in small firms such as lumber yards, furniture companies, and mobile home manufacturers.

RESULTS 367 enrolled; 236 trained; 199 placed (84%)

FUNDING

Sources

FY 83: $31,538 from CETA Titles IIB and VII. Funds covered instructional costs and training stipends of $30.00 per week.

FY 84: $18,902 from JTPA Title IIA. Funds cover tuition, tools, and a needs-based payment.

In-Kind contributions: materials and equipment are donated by local industries and manufacturing firms.

COSTS

FY 83. Per enrollee: $563.00
Per placement: $1,017.00

FY 84. Per enrollee: $540.00
Per placement: Not available

TIME SPAN March 1979 - present

OUTLINE

Recruitment, Assessment, Selection

The jobs council staff identifies JTPA-eligible training candidates, including those being released from prison or the state mental institution, who have an interest in tools and building skills. In past years staff members did on-site intake at the prison and the mental hospital, a service discontinued since October 1981 because of lack of resources. Word-of-mouth publicity still brings about-to-be-released inmates and patients to apply for the program, however.

The staff tests all applicants for hand/eye/foot coordination; mechanical comprehension; ability to reach, work at eye-level, kneel, and stoop without pain or discomfort; and ability to use hand tools and do repetitive work. The staff also tests for language, reading, and math skills. With these results, the instructor determines which trainees require verbal instructions due to their inability to read and which ones require job demonstrations due to lack of English comprehension.

The Mid-Willamette Job Council's case manager interviews all applicants who meet the physical requirements. She discusses with each applicant his or her past work history, including patterns of behavior that might account for past failures to hold a job, and she offers a chance to change the pattern. For example, an applicant with a history of being fired for drinking on the job will be told to enroll in an alcoholic rehabilitation program and warned that he or she must remain sober to stay in the program. Applicants whose work histories show repeated conflicts with supervisors and co-workers are told that they will not be allowed to interact with others, except to ask or give information, until they can demonstrate emotional control. Those willing to accept suggestions for changing past behavior patterns are selected.

Trainee Profile

The 367 participants have ranged in age from 17 to 56 and have included 24 women, 15 blacks, 14 American Indians, 35 Hispanics, and 54 Asians. More than 150 are ex-offenders.

Training

The Industrial Skills Training program gives participants six hours per day of classroom and hands-on training, five days per week, for a maximum of 12 weeks. Classes are held at Woodburn Outreach Center, a branch campus of Chemeketa Community College. The JTPA council provides a van to transport trainees 17 miles from Salem to Woodburn.

The teaching staff includes an instructor with 12 years of industry experience and an instructor-aide, both employees of the Chemeketa Community College. The instructors select a student foreman who attends to routine tasks like overseeing clean-up of the work area and watching for safety violations.

Learning is self-paced, and the curriculum emphasizes the development of both skills and good work habits. The open-exit policy allows a trainee to leave whenever he or she has the necessary skills for an available job. Most remain for six to eight weeks. Class size is limited to 15, with new participants filling vacancies every Monday.

Skill Development

Each student must demonstrate his or her ability to use the full range of tools, must complete several building projects, and must understand how the tools are used in different industries.

Use of tools. Trainees learn to use 35 power tools, including table saws, radial arm saws, hand circular saws, power drills, joiners, and planers, and hand tools like hammers, hand saws, and mitre boxes.

Building industry skills. Trainees learn to use and read tape measures; identify lumber (for example, what is a 2 x 4); mark and lay-out building projects like cabinets, walls, and floors; understand the uses of building materials (plywood, sheetrock, shingles, siding, and insulation); apply formica and plastic laminate; and build furniture.

When learning a particular skill, like using a table saw, each trainee who can read and write follows these steps:

- o takes a written pre-test to assess his or her basic knowledge of the tool, the names of the parts, and its use in different industries;
- o reads instructional material;
- o must score at least 80% on a post-test covering the written material;
- o watches the instructor-aide demonstrate the use of the tool;
- o takes turns using the machine while other trainees watch;
- o practices with supervision until proficient;
- o demonstrates the ability to use the tool to the instructor-aide, who certifies the trainee's proficiency with the tool; and
- o takes a final written test on the saw.

Those who cannot read or write take oral instead of written tests. Non-English speakers learn by watching and demonstrate their proficiency by performing the skill; they do not take written or oral tests.

Development of Good Work Habits

In addition to teaching specific industrial skills, the program emphasizes the development of interpersonal skills and good work habits.

Self-motivation. Trainees learn to take responsibility for their own progress. The instructor explains on the first day that each participant must decide when he or she is ready to learn a particular skill and must tell the instructor-aide, who demonstrates that skill for any interested participants.

Responsibility Trainees spend from two to eight hours per week, depending on the group's needs, in a seminar discussing responsible group behavior and learning how to deal with their own and others' anger; how to avoid behavior that hurts others or themselves; and how to accept responsibility for their own failures, instead of resorting to self-justification, lying, and blaming others.

Communication skills. Trainees practice communication skills, like learning to listen to others, by using techniques such as paraphrasing. One person makes a statement; another person must then paraphrase this statement to the satisfaction of the original speaker before adding to or commenting on it. By learning to listen, trainees can avoid the frustration and anger that may develop when instructions are unclear.

Academic Studies

Those trainees who wish to earn a high school equivalency diploma (GED) or to work on basic math and reading skills attend classes for four hours per week at the Woodburn Outreach Center.

Evaluation

Every three weeks each trainee receives an evaluation from the JTPA case manager and the instructor. They rate the trainee on dependability, attendance, getting along with co-workers, ability to learn job skills, ability to follow directions, physical ability to handle the work, effective use of time, appearance and hygiene, attitude toward authority, and safe use of tools.

Industry Involvement

Representatives from industrial and manufacturing companies advise the instructor and case manager on such matters as the job market, placement opportunities, and the skills needed for entry-level jobs. Their input has been important to the success of the program. Employers have been active in informing other business leaders about the industrial skills training program and in referring trainees to the new business contacts. The employer base has thereby increased.

Industrial representatives constantly provide feedback on the effectiveness of the training and individual trainees' needs. All trainees visit the plant sites to observe first-hand prospective working environments. At this time employers get to know the trainees and identify the particular areas in which they need special assistance. The employers then communicate this information to the instructor at Chemeketa Community College, who in turn can customize individual training plans.

Placement

The instructor spends about one-third of his time visiting local firms to explain the program and build a network of employers willing to hire trainees. When a trainee is job-ready, the instructor calls the contacts to schedule an interview. Good work habits, a cooperative attitude, and a sense of responsibility are more important in determining job readiness than is skill level in the use of a particular tool. Employers will accept a worker with a minimum proficiency in tool use, provided he or she is a responsible employee.

Follow-Up

There is no formal follow-up on program graduates, and job retention figures are not available.

PROGRESS

Program graduates earn $4 - $5 per hour, mostly working for mobile home manufacturers and small firms with fewer than eight employees, like furniture companies, carbide saw-blade manufacturers, lumber yards, hardwood milling plants, and golf-cart sales and service companies.

To bring in more sources of revenue and to have the college take on more fiscal responsibility for the program, the JTPA council recommended that the program be opened to the general public. Now, in addition to JTPA referrals, the program accepts applications from individuals who pay their own tuition.

PROBLEMS

The program, originally designed to teach mobile home assembly skills, encountered placement problems when the recession brought a decline in mobile home sales. The program operators solved this problem by broadening the curriculum to include training for light industry and manufacturing.

HINTS FOR SUCCESS

- Maintain discipline by immediately correcting any behavior problems. If a trainee is surly or uncooperative, point out immediately that such behavior will not only prevent the trainee's getting or keeping a job but also jeopardize his or her participation in the program.

- Keep the curriculum flexible, and allow trainees with a skill to teach others. Two participants, one skilled in hand carving furniture, the other in automobile tune-up, have taught these subjects to fellow trainees.

- Allow trainees to take turns accompanying the instructor on visits to employers. A personal meeting between a trainee and employer will often impress an employer who has an unfavorable opinion of the personal and professional quality of program participants.

- Be frank with employers about the trainees' backgrounds. If employers feel they were misled about trainees' proficiency or work habits, they will not hire future program graduates.

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Bulletin

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VOLUSIA, LAKE, FLAGLER-PRIVATE INDUSTRY COUNCIL, INC., Daytona Beach, Florida

JTPA SUCCESSOR TO A 1982 NAB AWARD WINNER

CATEGORY Economic and employment development, marketing, and pre-employment training

OPERATOR The Volusia, Lake, Flagler - PIC works with business, government, and academic organizations, including 200 companies, three chambers of commerce, economic development agencies, professional and trade associations, Florida universities, the Service Corps of Retired Executives (SCORE), Daytona Beach and Lake Sumter Community Colleges, the U.S. Department of Commerce, the U.S. Small Business Administration, and the National Alliance of Business.

SUMMARY The Volusia, Lake, Flagler - PIC is the JTPA successor to the Volusia Council for Employment and Economic Development (VCEED), which was formed in October 1981 from a merger of the Volusia County Private Industry Council, the Volusia County Manpower Planning Council, and the Volusia County Youth Council. (VCEED was a 1982 NAB Award winner.) With the implementation of JTPA, the PIC became both the grant recipient and administrative entity for the now expanded three-county service delivery area. As such, it is responsible for all program operations and an FY 1984 budget of $1.86 million.

The goals of the PIC's 31-member staff include stabilizing and expanding the economic base by decreasing the number of small-business failures; attracting more high technology and manufacturing firms to the area; training a marketable work force that meets the needs of current and prospective employers; and continuing the effort begun by the former Volusia County Private Industry Council (PIC) to foster economic development through new and stronger public-private partnerships.

RESULTS During fiscal year 1983, under CETA, 1,477 clients were enrolled in 10 regular programs and 720 were enrolled in the summer youth program. VCEED had placed 703 people in jobs with about 300 businesses (125 direct, 469 indirect, and 109 other placements). Its programs included on-the-job training, vocational training, adult basic education, classroom training, skills assessment, job search training, and upgrading. In addition, the council had indirectly helped nearly 1,300 small businesses through its financial support of the Centers for Small Business operated by the Daytona Beach and Lake Sumter Community Colleges. The PIC is continuing all of these activities under JTPA.

FUNDING

FY 1983: $2.5 million -- Comprehensive Employment and Training Act (CETA), all titles; $5,000 matching funds from the Deland-West Volusia Committee of 100 to conduct an advertising campaign; and $10,000 matching funds from the Economic Development Council of the Greater Daytona Beach area.

In-kind contributions: office space and staff for the Centers for Small Business from the Daytona Beach and Lake Sumter Community Colleges.

OUTLINE

Background

The Volusia, Lake, Flagler-PIC is an employment development and training organization serving a three-county service delivery area under the Job Training Partnership Act. As an agency which also supports economic development, it works closely with business and trade associations, chambers of commerce, and other private sector concerns to attract new industry.

Twenty-one members serve on the private industry council. Thirteen are from the private sector, two from the Employment Service, two from education and one each from labor, health and rehabilitation services, economic development and a community-based organizaton. The entire PIC meets four to six times a year. Most of the work is done by committee and a 31-member staff.

Targeted Area and Audience

The PIC serves a three-county area in central Florida that combines tourist-dependent coastal resorts with inland agricultural and manufacturing economies. The tourism and service-related industries are the largest employers in the SDA. They are followed by government, agriculture, and manufacturing. Unemployment in the county generally stays below the national average. It currently stands at 6.4 percent.

Program Activities

The activities go well beyond the traditional domain of training and employing the SDA's approximately 60,000 economically disadvantaged residents. In its quest to move the SDA's economy in new directions, the PIC is heavily emphasizing economic development. It believes that success in this area will increase the employment opportunities available to jobless residents more readily than any training program.

Chief among the SDA's ills are the large number of small business failures, low wage levels, and an economy heavily weighted toward tourism at the expense of manufacturing and high technology. Many of the projects sponsored or co-sponsored by the PIC address these problems. These projects include the following.

Centers for Small Business. In 1981 the Volusia County Private Industry Council (PIC) and Daytona Beach Community College funded the Center for Small Business in an attempt to reduce the staggering number of small business failures in the county while encouraging economic diversification through the establishment of businesses in growth industries. Its success led to the funding of another Center for Small Business at Lake Sumter Community College.

Labor market studies indicate that 70 percent of all new firms that open in the SDA fail within five years -- mainly because inexperienced new entrepreneurs do not properly plan or research the need for their ventures. Most of these new companies are service- or retail-oriented and rely heavily on tourism for their survival.

Since small business is the backbone of the labor market (95 percent of all firms in the SDA are small businesses), the PIC realizes that finding jobs for their unemployed clients depends on keeping these firms healthy.

Using a $50,000 grant from the private industry council, the Daytona Beach Community College developed and staffed the first center, containing all the information and support materials small businesses need to survive. The second center soon followed. With the initial cost of developing the centers behind, the PIC has continued its financial commitment to them, and in FY 1983 supported their operations with a $15,000 grant. The colleges continue to provide space for the centers and absorb the administrative and payroll costs. From time to time, the PIC contracts with the centers to provide training and survey research and gives them additional funds to operate these projects.

The centers offer seminars in all phases of business planning and management. They house libraries of resource materials, including an economic profile of the SDA. This helps potential entrepreneurs evaluate the need for the type of business they are considering, while detailing what area of the SDA is best-suited to that business. The profile combines the results of a survey of 6,500 firms and information gathered from the state's Department of Commerce, Department of Revenue, and Office of Employment Security, and the U.S. Bureau of Labor Statistics, and the U.S. Department of Commerce. This profile also helps the PIC decide what types of occupational training programs are needed in the SDA.

The centers assisted more than 1,000 small businesses and potential entrepreneurs during the 1983 fiscal year. They have run 34 seminars and two entrepreneurial training programs. The Daytona Beach Center helped establish the Daytona Beach chapter of the Orlando World Council, an association of businesses dealing in exports, and is working with the U.S. Department of Commerce and the World Council to encourage area firms to enter the export market.

The Daytona Beach Center also sponsored a conference with the National Alliance of Business and the U.S. Small Business Administration which taught business groups from around the country how to develop programs in their own communities similar to those offered by the center.

Wage and Hour Benefit Survey. Conducted under CETA, this survey sought to focus attention on Volusia County's uncompetitive wage scale and to measure the extent to which the problem exists. Working with the Volusia Manufacturing Association, VCEED asked 200 area employers to detail their wage scales and benefits packages. Fifty-one firms responded. The council learned that the average entry-level wage among manufacturing firms is $5 an hour and that 37 percent of those responding operated more than one shift. This last fact surprised the council because it revealed there is more manufacturing activity in the county than had been realized. The PIC has contracted with both centers to do up-to-date surveys of this sort.

Economic Development Media Campaign. In 1982, VCEED worked with the Deland-West Volusia Committee of 100, the Daytona Beach Committee of 100, and two local economic development associations to initiate a media campaign designed to attract new businesses to the county. The council matched the $18,000 contributed by the two committees. These monies bought advertising

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space in national trade and industrial publications. The Daytona Beach committee also used some of the money to conduct a direct mail campaign aimed at 500 manufacturing firms.

Action for Career Employment (ACE). This four-day motivational training program seeks to instill in participants the positive self-image and self-confidence that the PIC believes is essential to their success in finding and keeping jobs. All trainees accepted into any PIC-sponsored program must first take the ACE training. The program received national recognition for excellence in a public-private partnership from the National Association of Counties (NACo) in 1982.

PROGRESS

Under CETA, the merging of the private industry council, the manpower planning council, and the youth council into VCEED gave a strong boost to Volusia County's public-private partnership effort. Prior to the merger, CETA had a particularly bad image in Volusia County, and it was difficult to find businesses willing to serve on the private industry council. But because VCEED was active in areas that went beyond the traditional realm of CETA programs, the private sector recognized that many of its concerns were shared by VCEED.

The merger also allowed VCEED to act as a support agency for county-wide economic development, filling a void that had long stifled coordinated economic development activities.

Those who spearheaded the effort to create VCEED, did so in anticipation of JTPA. Because of this and VCEED's reputation, the CETA to JTPA transition was facilitated, and the PIC has found it easy to take on a strong leadership position in economic and employment development.

PROBLEMS

The PIC occasionally meets resistance to policies on performance-based contracting. However, because PIC staffing itself is based on performance rather than seniority, subcontractors are more accepting of this type of contracting.

PRODUCTS

A brochure, "Why Aren't You Working?", is available by contacting Laurence Tomasetti, Staff Director.

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Bulletin

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SOUTH CAROLINA TECHNICAL EDUCATION SYSTEM, Columbia, South Carolina

CATEGORY Skills training and continuing education in technical disciplines

OPERATOR South Carolina State Board for Technical and Comprehensive Education

SUMMARY The South Carolina Technical Education (TEC) System delivers comprehensive, state-of-the-art technical training to residents throughout the state. Begun in 1961, this highly flexible program responds to industry needs with a three-part training system: Special Schools train workers for specific jobs in a particular company; sixteen Technical Education Center (TEC) colleges offer 195 technical degree, diploma and certificate programs; and resource centers within five TEC colleges train technical education faculty and staff, as well as industry employees, in the latest high-technology equipment and its applications. In addition, the TEC System delivers 90 percent of the training in South Carolina which is funded under the Job Partnership Training Act (JTPA).

RESULTS FY 1983: TEC System enrollees: 4,967 Special Schools; 58,014 TEC college credit courses; 85,779 TEC college non-credit courses

TEC System CETA-sponsored participants: 4,163 enrolled; 2,006 trained; 1,513 placed

FUNDING FY 1983

South Carolina State funds

Operating Costs

Special Schools	$ 2,711,404
TEC colleges	84,225,530
Resource centers	337,537
Support and administrative costs	2,908,638
State Fire Academy	557,702
Restricted Programs	13,681,771

Equipment Approximately $3.7 allocated in FY 1983 for resource centers.

In-kind contributions South Carolina industries have made numerous donations, including more than $2 million in heavy equipment for the resource centers. For example, Cincinnati Milacron has donated a T-3 heavy industrial robot and a CINTURN lathe, and SEIKO has donated a pick-and-place robot.

CETA Title II and III -$7.5 million

TIME SPAN 1961 - present

OUTLINE

Background

The South Carolina legislature established the Technical Education System in 1961. The purpose was to build a skilled labor pool that would attract new industry to the state and encourage the expansion of existing companies. The original system included Special Schools which gave short, intensive training in specific jobs for a company and sixteen two-year Technical Education Centers (TEC) which provided broader based state-of-the-art technical education in a variety of disciplines. The TEC Centers later became accredited colleges.

In 1978, teams from the State Board for Technical and Comprehensive Education visited research and development centers of more than 25 major corporations to determine curriculum needs for high-technology training. As a result of these teams' findings, the state established five resource centers that specialize in advanced office occupations, advanced machine tooling, microelectronics, computer applications, and robotics. Located on the campuses of five TEC Colleges, the resource centers, through on-going seminars and workshops, train TEC College faculty and staff in the most current equipment and applications.

Special Schools

Once a company has decided to relocate or expand in South Carolina, Special Schools' staff visit its facilities, observe its operation, and work with its management to devise the curriculum and training schedules. The Special Schools give classroom and hands-on training. The short, intensive courses are tailored to the specific job skills required by a company. For example, if an expanding metal-working firm needs machine-tool operators, a Special Schools course will teach prospective employees blueprint reading, use of measuring instruments, shop math, and use of equipment.

The length of training varies from 40 hours for an electronics assembler to 300 hours for a machine operator, depending on the subject and the level of skill desired. Classes run for three to four hours per night, two to five nights per week. Classes meet at night because many trainees are employed and are taking Special Schools courses to upgrade their skills and get better jobs. Trainees, who receive no stipend, attend on their own time.

Instructors come from the local school systems, the faculties of local colleges, the company for which training is being done, or a local pool of industry retirees. Those instructors without previous teaching experience receive a short course in pedagogy, lasting from two hours to one day. TEC System staff teach them how to use visual aids, to keep records, and to recognize when a student is falling behind and needs special help.

The company that plans to hire new employees prepares a job description and establishes educational and work experience criteria. The TEC System advertises for applicants in local papers, and the local job service staff screens applicants and administers any needed tests. Representatives of the hiring company interview those who pass this initial assessment. Although the employer is not obligated to hire trainees, this interview helps ensure the company's satisfaction with program graduates and increases the likelihood that it will hire them after training.

TEC Colleges

A state-wide network of 16 TEC colleges offer one- and two-year degree and diploma programs in 136 technical disciplines. Industry demands dictate which programs are available at any particular time.

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The colleges increase their flexibility by operating special certificate programs developed for individual businesses. Currently, 59 are being offered. If a firm changes from electric typewriters to word processors, for example, its employees can take a 25-30 hour course in the use of the new equipment. The regular curriculum can be adapted and shaped to the company's needs.

JTPA Participation

TEC colleges are the primary training providers for South Carolina JTPA programs. At present, the 16 colleges teach 85 JTPA-sponsored courses in fields like data processing, nurse's aide work, retail sales, carpentry, and electronic machine operation. JTPA pays for its trainees' participation in three ways:

- o one-half of the cost of any course in the regular curriculum when half of the students are JTPA-eligible;
- o the cost of tuition and books for individual JTPA-eligible trainees enrolled in regular curriculum courses when less than half the students in the class are JTPA-eligible; or
- o all the costs of special courses designed for JTPA participants which are not part of the regular curriculum.

In some instances, JTPA-sponsored training takes place on site at a company. The employer provides the space and equipment, and helps develop the curriculum; the JTPA system pays the instructor and for supplies. Such training is usually offered at night so as not to interfere with the firm's production schedule. For example, in previous years, Utica Tool needed forge hammer operators, and the former CETA program was willing to train people for the positions. However, one forge hammer costs about $60,000 -- too much to spend for classroom equipment -- so CETA paid a company employee to teach the class at Utica's machine shop from midnight to 6 a.m., five nights a week.

Resource Centers

Located throughout the state are resource centers, each specializing in a different high-technology area: advanced office operations, advanced machine tooling, microelectronics, computer applications, robotics, and water and wastewater plant operation.

The resource centers' primary purpose is to keep TEC college faculty and staff abreast of the use and application of the latest equipment and to provide workshops for business and industry employees. In May 1982, for example, faculty and staff from TEC colleges around the state began training at Midlands, the resource center for advanced office automation, learning theory, and operation of word processors made by: Digital Equipment Corporation, International Business Machines, Lanier, and Wang. By January 1983, eight TEC colleges installed word-processing terminals. Their faculties and staff are equipped to teach and use any of these. They in turn have the skills to train technicians at the companies in their geographical areas. Firms can also send employees to the resource centers for training. Advisors from high-technology industries, like robotics, also come to the resource centers to discuss their work, demonstrate how they work, and help develop the centers' training curricula.

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PROGRESS In November 1982 the TEC System acquired two 12' X 60' vans equipped with a numerical control mill, lathe, and tape preparation systems. These mobile training units travel to TEC colleges around the state, carrying equipment too expensive to purchase for each college. The faculty at each resource center know how to operate the equipment; the vans give students an opportunity for hands-on work.

To meet constantly changing business needs, the TEC colleges are continuously expanding and revising the range of special certificate programs offered. They have found that many businesses do not require a degree and hire students when they achieve acceptable skill levels.

PROBLEMS The only problem has been a recent decline in employment. A 1980 study showed that 96% of those trained by Special Schools from 1977-1979 found training-related jobs, mostly with companies for which training was given. This figure has dropped since that time. Because of economic stagnation, companies often need fewer workers than they anticipate.

PRODUCTS The following publications are available upon request from the program operator: History of Technical Education in South Carolina (brochure); Planning for Profit, Progress, Productivity: South Carolina's Training Success Story (brochure): and IMPACT (official quarterly publication of the South Carolina State Board for Technical and Comprehensive Education).

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RALSTON PURINA WORK-STUDY PROGRAM, St. Louis, Missouri

CATEGORY Combined high school studies and work experience

OPERATORS Ralston Purina Company and St. Louis Public School System

SUMMARY The Ralston Purina Work-Study Program is a 40-week academic and on-the-job training program which offers inner-city youth paid work experience at Ralston's Checkerboard Square Facility in conjunction with their senior year studies. Students accepted into the program work in paid training positions either on Ralston's clerical staff or in the company's microbiology laboratory, printing services department, data processing department, or word processing center.

The participants spend their mornings taking regular high school classes taught by instructors from the St. Louis Public School system in classrooms located at Ralston. They spend their afternoons on the job, training under Ralston supervisors.

Since the program began in 1968, 534 students have graduated. Nearly 80 percent found permanent jobs either at Ralston or at other area firms upon completing the program.

RESULTS 1968-1981: 593 enrolled; 534 trained; 362 placed (80%)

FUNDING 1981-1982: Approximately $90,000 from Ralston Purina's Equal Opportunity Affairs budget covers staff time, classroom space, and furnishings. The St. Louis Public School System provides two instructors and classroom materials.

COST Per enrollee: approximately $3,000

TIME SPAN September 1968 - present

OUTLINE

Recruitment, Assessment, Selection Each spring, the St. Louis Public Schools' Work-Study Program recruits students from the city's 10 high schools to participate in any one of its eight work-study programs. The schools hold general assemblies where interested students learn about the program and are invited to complete an application.

The supervisor of work-study programs screens the applicants, accepting those who are entering their senior year, are recommended by their counselors, have parental permission, and have completed at least one unit of study in each of the following subjects: science, math, U.S. history, and physical education.

Once the students are selected, the supervisor decides which of the eight work-study programs they are best suited for and forwards their applications to the participating companies. At Ralston, the program administrator and coordinator review the applications and accept the 30 to 40 students they feel are most qualified to work for the company. The administrator and coordinator then decide where the trainees will be assigned -- based on their academic backgrounds as well as the career goals stated on their applications. Those assigned to clerical positions must type 40 words per minute; those assigned to the laboratories must have taken science courses; those assigned to printing services must have a portfolio of samples they have produced in printing classes; and those assigned to data processing must have some computer training.

Trainee Profile

Approximately 60 percent of the 593 students enrolled to date are minority, and 83 percent are female.

Training

The 40-week program combines one-half day of classroom studies with one-half day on-the-job experience at Ralston. The program parallels the regular school year, beginning in September and ending in June. Participants attend classes from 8:15 to 11:45 a.m. in special classrooms located on the company's premises. They report to work from 12:30 to 4:30 p.m., Monday through Friday. Ralston pays the trainees minimum wage for their 20-hour work week.

Work Experience

Before the program begins, supervisors who have volunteered to monitor students develop individualized training plans detailing how each student will spend time in their departments. The 40 weeks of work experience are broken into four 10-week segments. In each segment, the students' work assignments increase in difficulty until they master all aspects of their jobs. All trainees work alongside regular employees throughout the program.

Clerical assistants spend their first 10 weeks learning to answer phones, file, and handle the mail. During subsequent segments, they learn to operate various types of business machines, make travel arrangements, and prepare administrative reports.

Other clerical assistants work in the word processing center. During the first weeks they learn the basic functions of the center, which includes word processing, microfiche operation and records management. As they progress, students learn to do advanced word processing tasks for the center which serves the whole company.

Laboratory assistants work in the firm's microbiology department where they begin learning how to use and care for pipettes, glassware, slides, microscopes, and other types of equipment. They advance to such tasks as performing blood counts, preparing slides, and analyzing blood and tissue samples.

Data processing aides assist Ralston's computer programmers -- initially performing such tasks as loading and unloading tape disks and gradually learning how to operate CRTs and other computer equipment.

Printing assistants begin learning how type is set and books are bound, and eventually learn to run various pieces of printing equipment.

Curriculum Regardless of their work assignments, all students selected for the Ralston program take the same senior-level high school subjects. These include business English, social studies, the free enterprise system, career preparation, introduction to data processing, business math, and typewriting. Students learn to operate a variety of office machines including calculators, copy machines, and dictaphones. Two teachers selected and paid by the St. Louis Board of Education conduct these classes.

Evaluations After each 10-week period, supervisors complete a student rating form which assesses the participant's attendance, punctuality, work habits, skills, attitudes, and personal characteristics. If a student receives an unsatisfactory evaluation, the staff works closely with the student to identify and help correct any work-related or academic problems.

At the same 10-week intervals, students evaluate their supervisors in such areas as supervisory skills, human relations, and training skills. These evaluation forms are reviewed and signed by both student and supervisor.

Placement Although Ralston Purina is under no obligation to hire program participants, the firm usually hires between 30 and 40 percent of those who complete the program each year. However, 1981 was an exception -- Ralston hired only 11 percent of last year's participants because business was slow.

While no formal placement procedures exist in the program, Ralston helps most of those it does not hire find work elsewhere through an informal referral system. The Ralston program is well known and well respected in the St. Louis business community, and firms often call upon Ralston to recommend students who have completed the program.

Follow up The St. Louis Public Schools Work-Study Program conducts a follow-up study of its program participants every five years. The most recent study, conducted in 1980, found that 44 percent of the 34 who completed the program at Ralston in 1975 were employed in fields directly related to their work experience, and 21 percent were working in unrelated fields. One of the 34 had joined the armed forces and most of the remaining students had entered post-secondary education.

PROGRESS The success of the Work-Study Program has encouraged a number of other St. Louis firms to become involved in similar programs. These include the American Institute of Banking, Blue Cross Hospital Services, Inc., McGraw Hill Book Company, Shell Oil Company, Standard Oil Company, and Southwestern Bell. St. Louis City Hall also hires students through a similar work-study program.

PROBLEMS Beginning in 1983, four year vocational education programs will be restructured into training intensive, two year programs. This modification standardizes the St. Louis city school curriculum with surrounding county and other state school vocational education programs.

As a result of this restructuring, students are required to attend classes full-time at their school throughout their senior year. Since Ralston recruits most of its word processing trainees from the vocational education program, the company expects future work-study programs to be unavailable to students in this curriculum.

HINTS FOR SUCCESS

- Have company personnel design and implement the work experience training schedule. This ensures a flexible program designed to meet the needs of both the student and the firm.
- Choose training supervisors carefully. Make sure they are sincerely interested in the students' success and will vigorously oversee their progress. This is the only way to ensure that trainees get the most out of their work experience.
- Identify a representative of the company to act as liaison between the school system and the program. A liaison can help avoid problems and help the program run smoothly.

PRODUCTS None

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Bulletin

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June 1983

JOBS FOR MISSOURI GRADUATES, St. Louis, Missouri

CATEGORY Career exploration, pre-employment training, and job search assistance for high school graduates

OPERATOR Jobs for Missouri Graduates Inc.

SUMMARY Jobs for Missouri Graduates provides high school seniors with the skills needed for the transition from school to work. Targeted to students whose school records suggest that they may have difficulty finding jobs, the senior year program offers individual and group training one hour per week for 40 weeks. An individualized curriculum focuses on eliminating weaknesses such as the lack of communication skills or the inability to work well with others. Participants, who receive no stipend during training, must remain in the program throughout their senior year and be graduated from high school before they are eligible for placement assistance. Program graduates earn from $3.35 to $8.00 per hour as hotel desk clerks, retail sales clerks, practical nurse trainees, hospital orderlies, production-line workers, shippers and receivers, and maintenance workers.

RESULTS September 1981-September 1982: 632 enrolled; 514 trained; 384 placed (75%).

Of the students not completing the program, 18 remained in the program throughout their senior year but could not be placed because they did not graduate; 100 either enrolled in college, joined the military, left the program, or dropped out of school.

FUNDING FY 1982: $463,000--Comprehensive Employment and Training Act (CETA), Governor's Discretionary Funds.

In-kind contributions: Private foundations and businesses contributed $113,000 in FY 1982. These funds will be spent in FY 1983.

COST Per enrollee: $732
Per placement: $1,206

TIME SPAN September 1981-present

OUTLINE

Recruitment, Assessment, Selection At the beginning of the school year, the program's job specialists are stationed at participating high schools. During this time, they review the records of seniors who are not college-bound. They look for indications that a student may have trouble finding a job after graduation as evidenced by the lack of vocational training, low grades, low standardized test scores, absenteeism, and

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unfavorable evaluations by school counselors. Two or more job specialists then interview each prospective candidate explaining the program and assessing the student's interest in participating. The job specialists consult with the school counseling staff to select those who will benefit most from the program. Selected candidates are invited to participate. Parents sign a consent form; the students sign an agreement to participate in the program, attend program activities, and adopt a positive attitude. The selection process takes from four to six weeks. After selection, the job specialists review student files to note any weaknesses in areas such as communications, mathematics, and attitude.

Trainee Profile

Of the 632 students enrolled in the 1981-82 program, 87% were black, 9% white, and 4% Hispanic or Native American; 60% were women, 40% men.

Training Staff

The staff consists of two or three job specialists stationed at each participating high school. Each has a college degree in business or education and at least two years experience in both teaching and private industry. Though not certified by the school system, they must have the necessary credentials for certification, which helps ensure that the teachers regard the job specialists as fellow professionals.

Training

The purpose of the training is to make the student job-ready rather than to teach a particular subject or skill. For 40 weeks, students spend no less than one hour per week either in group activities or in one-on-one meetings with a job specialist. They receive no stipend for the training, which focuses not on a set curriculum, but on individual needs.

The job specialist meets with each student, designs a curriculum, and selects appropriate training. If, for example, a student is not a team player, he or she receives a committee assignment, e.g., to plan a conference or to organize a bake sale. Each job specialist works with 35 students.

The job specialists design a curriculum that ensures competency in the following six areas by the end of the senior year:

Personal awareness—teaches awareness of personal characteristics, interests, and career goals.

Getting a job—teaches skills such as writing resumes and letters of application, completing application forms, taking employment tests, telephoning to arrange an interview, and interviewing.

Keeping a job—teaches students what employers expect, how to solve human relations problems, time management, and how to follow directions.

Money management—teaches budgeting, using credit, and purchasing.

Communications and math skills—teaches basic business English and reviews rudimentary business math.

Group participation—teaches how to function as a team member or leader.

Missouri Career Association

Students in the program participate in the Missouri Career Association. Each participating high school has a chapter of the Association which meets twice a month. Students elect officers, establish meeting times, and set up a calendar of yearly activities. Activities include collecting food for the poor, serving meals to the indigent, collecting toys for tots, Christmas carolling, and visits to the governor and other governmental offices. These activities enhance the students' understanding of and interest in their community while increasing their sense of civic responsibility.

The Association also sponsors social occasions such as a Christmas party or a field trip to the Ozarks. These group activities offer students experiences that many could not otherwise afford.

Police officers, nurses, doctors, teachers, representatives of the military, and other professionals speak at Association meetings. They explain their work and discuss how to enter their particular fields.

Job Fair

In the spring, representatives of hospitals, hotels, grocery stores, and other businesses attend an Association Job Fair. Students submit resumes and go through interviews. Though not the primary means of placement, the Job Fair gives employers a chance to meet the students and gives students a chance to practice their interview skills.

Conferences

In March the Association holds local conferences, each consisting of a series of competitive events related to securing a job. The job application competition, for example, gives the competing students 15 minutes to fill out an application and role play a job interview. They must know how to greet the receptionist, know what to say in the interview, be sure they have a resume with them, and be appropriately groomed. Representatives of the schools and of potential employers serve as judges. The conferences, held at participating schools, also include a keynote speaker, a luncheon, workshops, and an awards banquet.

At a two-day state conference, held in April at the University of Missouri, 100 finalists from local conferences compete for the state championships.

Placement

From September through December, job specialists spend 80 percent of their time in the schools, selecting participants, counseling, establishing each student's curriculum, and working with students on problem areas. Beginning in January, they spend most of their time on job development and rely on group activities for student contact hours.

In January the governor sends a personal letter to St. Louis and Kansas City employers, encouraging them to hire program graduates. The job specialists then visit interested companies. In May and June the companies interview students. Placement efforts continue throughout the summer for those who have not yet found jobs.

Follow-up

Job specialists make on-site visits to each employed student during the first week, the first month, and the second month. For those having problems, job specialists visit worksites more often. Nine months after the first placements, a formal follow-up will begin.

PROGRESS

From September 1981 to June 1982 Jobs for Missouri Graduates (JMG) enrolled 632 students in eight high schools -- four in St. Louis and four in Kansas City. In September 1982, the second year began with a projected program enrollment of 1500 students in 10 high schools in St. Louis and 10 in Kansas City.

PROBLEMS

The only major problem has been scheduling student contact hours. Most students have difficulty finding time during the school day for program activities and often cannot stay after school. Scheduling problems are particularly bad near the end of the school year.

HINTS FOR SUCCESS

Get the support of the private and the public sectors. The JMG Board of Directors includes the chief executive officers of banks, department stores, and the phone company, as well as the governor, the mayors of St. Louis and Kansas City, the state Director of Labor and Industrial Relations, state legislators, and educators. The participation of business leaders increases the likelihood that local companies will hire program graduates.

Get the support of teachers and administrators of participating schools. Since all program activities take place on school premises, usually during school hours, the cooperation of school personnel is essential.

Keep the program flexible to accommodate the needs of individual students. Some students need to work on communication and math skills, while others may suffer from low self-esteem.

Hire flexible job specialists. They must be able to devise individualized training programs to meet the varying needs of the students.

Emphasize to students that they will get entry-level jobs at first, not $20,000 per year white collar jobs.

Arizona, Delaware, Massachusetts, Michigan, Ohio, Tennessee, and Virginia run similar programs.

PRODUCTS

From Classrooms to Careers, a brochure, is available upon request from the program operator.

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Bulletin

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December 1983

THE CITY IS OUR CLASSROOM, Pittsburgh, Pennsylvania

CATEGORY Career Education - Comprehensive Program

OPERATORS Pittsburgh Public Schools' Division of Occupational, Vocational and Technical Education (OVT) and the Student Placement Section

SUMMARY Pittsburgh's multi-faceted, career education program for high school youth, "The City is Our Classroom," serves students of all socioeconomic and academic levels by offering a variety of programs to meet their different needs. Eligible students in any school may enroll in whatever program they like. Most of the training programs attempt to provide work experiences in the private sector and to ensure job placement upon completion. There are nearly twenty components of the program, offering a mix of classroom training, on-the-job training, cooperative work/study, personal skills development, and professional/paraprofessional counseling. The program is constantly evolving to meet changing student needs and public policy requirements, and to cope with prevailing economic conditions. Five to seven thousand students a year are placed in jobs where they earn a total of over $10 million a year.

RESULTS

1982-83 4754 students placed; 4335 were high school students; 419 were from a special program for the middle school

1981-82 5686 students placed

The program placed 7,081 students in 1978, the best year for placement. An analysis of placement figures revealed that the number of students placed in 1982 - 83 represented approximately 59 percent of students enrolled in high school in Pittsburgh. Program operators also found that the number of students placed has declined partly because the number of students enrolled in high school has decreased in recent years.

FUNDING

FY 1984	$1,259,622	Vocational education funds from the federal government
	$ 351,477	Pennsylvania vocational education funds through the board of education
	$ 282,487	Procedures Related to Employment Progress (PREP) program
FY 1983	$1,147,057	Vocational education funds from the federal government through the state
	$ 180,934	Pennsylvania vocational education funds through the board of education
	$1,636,360	CETA funds from the City of Pittsburgh Approximately $1 million were used to pay stipends for students in summer jobs and in-school youth programs
FY 1982	$ 298,783	Federal and state vocational education funds and CETA funds

OUTLINE

Background

The concept of "career education" was introduced in Pittsburgh in the late 1960's. Throughout the 1970's, three successive school superintendents stressed the development of programs that helped students move effectively from school to the world of work. They saw a special need to help the most alienated and economically disadvantaged students by showing them that a sound education and career planning could lead to a better future. To accomplish this, the school system recruited nonprofessional aides from the students' neighborhoods to provide one-to-one peer counseling and encouragement to potential school dropouts. The fostering of positive attitudes toward school remains a major objective of the program.

While the program has evolved to respond to the needs of all students, it still has a special focus on the most alienated and high-risk youth. The school system has been revamped so that these academically low-achieving students have a variety of opportunities to acquire job training and career experiences.

A unique feature of the Pittsburgh school system is that all public school job placement programs, vocational or nonvocational, are under the Student Placement Section. As a result, turf battles do not exist because competition for funds has been eliminated. In fact, the unified approach has increased the ability of the school district to leverage funds from federal, state, and local sources.

Program Content

The "City is Our Classroom" has nearly twenty components. Students may enroll in more than one component at a time.

Programs include career exploration for economically disadvantaged youth, work experiences for college bound students, job preparation and life skills training, on-site diagnostic and civil service testing, job placement and counseling for potential dropouts, summer job and regular part-time job placement. There are also special classes for disabled, suspended, and pregnant students. Graduating seniors seeking full-time employment learn job interviewing techniques in their English classes. This prepares them for the annual School-to-Industry Job Fair, where over 2,000 seniors meet nearly 100 employers to discuss employment opportunities. Approximately 100 students per year find jobs to begin after graduation as a result of the job fair.

The following five program components are especially important:

Cooperative Work Experience (co-op) is available to students in the vocational education programs. Students are placed in part-time jobs related to their studies and paid entry-level wages by the employers. They are jointly supervised by the work experience coordinator and the immediate supervisor and receive both school credits and grades based on their performance. Students may work in a variety of jobs ranging from trade and industry to business and home economics.

Follow-up studies have shown that between 70 and 80 percent of the students remain in these positions after the co-op period is over.

Select Employment Trainee (SET) is a counseling and work experience program specifically designed for educationally and economically disadvantaged students taking both nonvocational and vocational courses. Designed to help students explore career opportunities and stay in school, SET offers one-to-one counseling, intensive pre-employment training, and placement in part-time

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jobs related to the students' field of study. During the work experience portion of the program, students are closely supervised, evaluated, and graded. They are awarded credit for successful work experiences.

Alternative Vocational Education Readiness Training (AVERT) also serves educationally or economically disadvantaged students. Similar to the SET program, AVERT offers counseling and job placement assistance designed to help the student explore job options and to stay in school.

Procedures Related to Employment Progress (PREP) is a pre-employment and vocational skills training program designed to prepare students for jobs. Funded under the Job Training Partnership Act, PREP offers classes after school for students interested in food service and distributive careers.

During the first phase of the program all of the students participate in a 40½ hour pre-employment training class. They are paid a stipend of $2.50 per hour while they study such topics as writing resumes, interviewing for jobs, and preparing employment applications. During the second phase of the program, students are split into two groups for 40½ hours of additional training. One group continues working on pre-employment skills and the other group learns about food preparation, sales, cash register operation, business practices, and customer relations. During phase two students earn $3.00 per hour.

In the third phase of the program students are placed in jobs through one of the other placement programs. They receive counseling, transportation, or other services as needed.

The PREP program is operating under a performance contract with the City of Pittsburgh so program operators receive their funds in installments. PREP receives the first installment when students enter the program. Other installments are paid when the students move to successive phases of the training.

Guided Opportunities for Life Decisions (GOLD) is a career exploration and skills training program for high achieving, economically disadvantaged students planning to attend college. The Student Placement Section works with local employers to offer short-term on-the-job training experiences for students. By participating in the program, students gain an awareness of the corporate environment and various career options. In some cases they receive grades or credits for their work experiences.

Student Profile

In both 1981 and 1982, 85% of Pittsburgh's high school students were enrolled in occupational, vocational, or technical education programs. Fifty percent graduated from vocational training programs. Of those who were placed after the 1981 school year, 48% were male, 50% were female, and 55% were minority. (In Pittsburgh the school population is 52% male, 48% female, and 48% minority.)

Business Involvement

School officials have established a good rapport and work closely with the business community. While employers do not actually operate the programs, leaders from the schools and businesses meet regularly through the Private Industry Council Board, Vocational Advisory Committees, and the Allegheny Conference on Community Development to exchange ideas and to report on program progress.

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The Student Placement Section of the Pittsburgh school system works with over 1,200 employers throughout the year. Small and large employers provide jobs for students, participate in job fairs, and get involved in a variety of employment-oriented activities in the schools.

Follow-up

Each year the Student Placement staff contacts all of the graduates of Pittsburgh public schools to find out if they are working, attending college or vocational training, or if they need assistance in finding a job. Using these data they compile a statistical report on the status of the previous graduating class.

The staff has found that the recent graduates can often provide good job leads or information about employers who might be interested in hiring students.

PROGRESS

The programs have been altered over the years to meet the changing needs of the students. For example, employers and school personnel had not realized some work attendance problems resulted because students could not get to work, so some economically disadvantaged students now receive transportation allowances when they first start their jobs.

New programs providing some on-site diagnostic and civil service testing have been added. Also, public notary services are available to help students meet civil service documentation requirements.

Like some other school systems, Pittsburgh is developing a high technology magnet school program to expand technical training and job opportunities for students.

PROBLEMS

High unemployment, decreasing program funds, and declining local heavy industry make it difficult for the school district to place as many students as it did in 1978, the best year.. The students' personal and home problems have worsened over the years, given the stresses of an economic downturn. Thus the pool of high-risk students is growing while public resources are shrinking.

HINTS FOR SUCCESS

- Consider linking all job placement programs under an umbrella like the Student Placement Section. This can improve program efficiency and allow for more creative use of financial and other resources.
- Have a plan of action with explicit needs, goals, objectives and procedures. Then implement the plan with creativity and flexibility.
- Remember that program participants are students first and employees second: employment and career exploration are just a <u>part</u> of their education.

PRODUCTS

Sample brochures and a sample newsletter are available by writing to the program operator.

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Bulletin

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December 1983

ADVANCED CAREER TRAINING (ACT), Philadelphia, Pennsylvania

CATEGORY Career Education

OPERATOR Private Industry Council of Philadelphia; Philadelphia School District

SUMMARY The Advanced Career Training Program (ACT) gives motivated high school students with limited work experience opportunities to take skill training classes from local companies after school. Designed to bridge the gap between school and the world of work, ACT was developed by the Philadelphia Private Industry Council in cooperation with the division of career education of the Philadelphia School District. Volunteer instructors from participating companies teach classes one or two evenings per week in such areas as computer technology, banking, nursing, and insurance. Students do not receive stipends, but they get free transportation to and from their courses.

When ACT began in 1982, eight participating companies offered 33 courses. Eighteen companies now participate and offer over 40 different classes, including training in job search skills.

RESULTS

ACT I (Spring, 1982) 313 enrolled, 272 completed courses

ACT II (Fall, 1982) 516 enrolled, 474 completed courses

ACT III (Spring, 1983) 480 enrolled, 427 completed courses

FUNDING

ACT I:	$60,000 from CETA, Title VII (private industry council) funds A state vocational grant of approximately $25,000 paid for transportation.
ACT II and ACT III:	$110,000 from PIC CETA funds (for 2 sessions)
In-kind contributions	Approximately $300,000 for each fiscal year from businesses. This includes instructors' time, site space, and equipment, utilities, etc.

TIME SPAN April 1982 to present

OUTLINE

Background The Philadelphia Private Industry Council initiated ACT by creating an oversight committee to plan the program. Composed of representatives from participating companies, the chamber of commerce, PIC staff, and the school

district, the committee divided responsibilities and worked for three months to develop the plans and make the necessary arrangements. To start the program, the private industry council defined the curricula, designed the course catalogue and brochure, and funded the coordination and administration of the program. The school district agreed to identify and refer eligible candidates to the program, and the participating companies worked on course designs, printed the catalogue and brochure, and located volunteer instructors.

Recruitment, Assessment, Selection

The ACT program is open to all Philadelphia high school seniors and some juniors from a special program at the Philadelphia High School of Engineering and Science. (The eleventh graders are allowed to participate in ACT because they enter Temple University as seniors in high school.)

The private industry council and the school system make a special effort to promote the program in schools with a high percentage of economically disadvantaged students.

To enter ACT, students must have a C+ or better grade average at the end of the previous year; have completed 2 years of math and 1 year of science or 2 years in any vocational program; and have a good attendance record with a minimum of tardiness. In some cases students are required to complete high school classes, such as mechanical drafting or typing, before entering particular courses.

Interested students fill out applications which include questions about their long-term goals and course preferences. The PIC staff collects the applications, notes submission dates, and ranks them according to students' backgrounds, writing quality, and course choices. The staff then matches students with employer course requirements and arranges for instructors to interview students. After the interviews, instructors make the final decisions about which students will enter their classes.

Participant Profile

Approximately 75-80% of the ACT students are minorities. In the spring 1983 session, there were 199 male and 317 female students. Four hundred and fifty seven students were from public schools and 59 students came from parochial schools.

Training

Volunteer instructors teach the courses at their business sites in the late afternoon, beginning usually between 3:30 and 4:00 and ending before 7:00 p.m. Average class size is nine students and classes meet from four to thirteen weeks.

Curriculum

Courses of instruction include computer technology, banking, accounting, nursing, insurance, printing, newswriting, drafting, animal science, and medical terminology. Instructors use state-of-the-art equipment to teach students technical or machine skills. Special courses have been developed by some companies in such areas as interpersonal relations, personal finance, and job search skills.

In a course on reprographics, students learn the basics of micrographics, duplicating, printing, binding, and distribution. They also receive training on state-of-the-art printing equipment. In the anatomy and medical terminology class, students receive an overview of human anatomy with an emphasis on the respiratory, digestive, urinary, and cardiovascular systems; three-hundred medical terms are taught. All courses combine hands-on experiences and classroom lectures.

Program and Trainee Evaluation

After each series of ACT courses, the PIC uses written surveys to conduct an overall evaluation of the session. Instructors rate student attendance (which is around 92%), company support, and program organization and policies. Instructors are also asked if they met the course objectives. Students evaluate their satisfaction with the courses and describe what they learned, their future plans, and how their plans may have been influenced by their ACT courses. Employers provide certificates to students who satisfactorily complete the courses.

Support Services

Free transportation is provided to and from classes by the PIC. Although career counseling and guidance are not a formal part of the program structure, the instructors often provide it because they are committed to the career-oriented goals of the program.

Business Involvement

Approximately twenty companies have participated in the ACT program: ARA Services, Bell of Pennsylvania, Boeing-Vertol, Colonial Penn Group, Inc., Fidelity Bank, Girard Bank, Hospital of the University of Pennsylvania, CIGNA Corporation, IU International, Philadelphia Electric Co., Philadelphia Inquirer and Daily News, Philadelphia Savings Fund Society, Philadelphia Stock Exchange, Provident National Bank, Rohm and Haas, Strawbridge & Clothier, University City Science Center, Franklin Plaza Hotel, and Kling-Lindquist, Inc.

Participating businesses continually help design courses, provide instructors, and allow their work sites and equipment to be used by the program. In addition, the oversight committee meets periodically throughout the school year to monitor progress and make recommendations for changes, if necessary. Participating businesses also sponsor a reception for instructors at the end of each session and provide tee shirts for all of the students participating in ACT.

Follow-up

In the four completed phases of the program, 90% of enrolled students completed their coursework. The PIC contacted ACT I students after the session to find out if they were in school or working in course-related jobs.

Placement

Placement is not an objective of the program, though the private industry council works with companies to identify entry-level jobs for economically disadvantaged students who complete the classroom training. Twenty eight students have entered employment as a direct result of the program. Fifteen found full-time jobs, 7 entered part time jobs, and four students were hired for summer positions. In addition, two ACT students entered four year summer internships which will enable them to work as interns each summer they are in college.

PROGRESS

Due to the high demand for workers in computer-related fields, program operators are developing additional courses in this area.

PROBLEMS

Some schools failed to promote the program actively, so few of their students participated in ACT. To alleviate this problem the PIC is working with school coordinators to let them know the benefits of the program and to encourage them to refer eligible students.

HINTS FOR SUCCESS

- Market the program through chief executive officers and high level managers in local companies.
- Recruit highly motivated, high-achieving students and involve instructors in the screening process.

- Provide formal recognition on an ongoing basis to participating students, companies, and schools, to maintain interest in the program.

PRODUCTS A limited number of ACT course catalogues are available upon request from private industry council. (All requests should be submitted in writing.)

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Bulletin

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NEW HORIZONS, COOPERATIVE EDUCATION PROGRAM, Richmond, Virginia

CATEGORY Cooperative Education — academic classes in work readiness combined with on-the-job training.

OPERATOR Private Industry Council of Richmond, Virginia

SUMMARY New Horizons provides eligible high school juniors and seniors with work readiness training through year-round classroom and on-the-job training. The Private Industry Council of Richmond (PIC) operates the program in conjunction with the public school system and local businesses. The private industry council recruits and screens students for the program, then participating employers interview students before selecting them for salaried jobs. During the school year, New Horizons students attend regular classes and one special New Horizons class at school before leaving for their four-hour on-the-job training session in Richmond area businesses. Summer sessions are held as well. Most students are in the program for two years.

RESULTS

School Year 1980-81	74 students enrolled
School Year 1981-82	85 students enrolled
School Year 1982-83	64 students enrolled
	223 total for 3 years

In June 1983, 40 students were graduated from the New Horizons program. Although placement is not a part of the program, 19 graduates were in jobs for which they trained under New Horizons. The others were employed elsewhere, joined the military, or continued their education in areas of study that reflect their New Horizons experience.

FUNDING Three year grant from the Edna McConnell Clark Foundation; additional funding provided by the Ford Foundation in 1983

FY 1980-81: CETA Title VII, $100,000

FY 1981-82: CETA Title VII, $100,000

FY 1982-83: CETA Title VII, $74,000

FY 1983-84: Job Training Partnership Act (JTPA), $58,000 for the nine-month period

TIME SPAN Summer 1980 to present

OUTLINE

Background

New Horizons provides economically disadvantaged students with a variety of job readiness skills in academic and business settings. The program was started by local business people who wanted to hire disadvantaged students but were concerned about their lack of basic skills and, consequently, their performance in the work place. Through a business/education partnership approach, the schools provide special classes emphasizing basic skills and problem-solving abilities, and the businesses provide privately sponsored, salaried jobs and on-the-job training opportunities.

Recruitment, Assessment, Selection

The private industry council distributes a New Horizons announcement to students in Richmond high schools in February; current enrollees also spread the word about the program. Applicants must be recommended for participation by their guidance counselors and meet these requirements:

- o economically disadvantaged
- o good school attendance -- not more than 3 unexcused absences during the previous school year
- o reasonable academic potential -- generally a C average for the previous year

The PIC staff review and screen applications during the month of May. Approved applicants attend an orientation session conducted by the PIC where they learn how New Horizons operates and exactly what will be required. Following orientation, eligibility is determined and verified.

In their applications, students list and rank their job preferences and interests. The PIC staff try to match the students' interests with employers' needs when arranging interviews. Before interviewing, students attend a preparation class, also conducted by PIC representatives, where they learn how to successfully interview for a job. Each company has its own requirements for the specific job or jobs it is sponsoring and may interview as many as three students for each slot. The PIC tries to secure a job for each approved applicant. However, some students participate only in the program's classroom training either because the PIC cannot find them a job or because they are interested only in improving their basic mathematic and language skills. Students not selected by an employer can interview for the next round of jobs. New Horizons students work as mail clerks, payroll clerks, shipping assistants, driver instruction assistants, design assistants, law firm assistants, bank researchers, newsroom assistants, couriers, CRT operators, etc.

Trainee profile statistics are not kept; estimate: 99% minority, 1% white

Training

New Horizons students begin the program in the summer. They receive classroom training in basic job skills four hours each morning before going to their on-the-job training for four additional hours. During the school year, students attend regular classes and a one-hour New Horizons class each morning at school before going to their four hours of on-the-job training in the afternoon.

Staff/ Site

The PIC recruits and selects the New Horizons classroom instructors from among public school teachers. New Horizons classes are conducted at each of three high school centers within Richmond's consolidated public high school system during the school year. In the summer session, the teachers rotate

among the centers to get to know all the students. On-the-job training is provided at the employer's place of business where companies assign employees to train and supervise the students. During the summer, guest speakers from the business community address the students each week on various work-related topics at the school centers.

For nearby business sites, the PIC provides students with bus passes for the first two weeks; after that, the student pays for transportation. For job sites farther out of the central city, the PIC provides vanpool service.

Curriculum

The 8-week summer session concentrates on basic job skills. During the school year, students attend a special one-hour class where they concentrate on improving such basic competency skills as computation, reading, writing, and speech. They also receive developmental instruction in personal budgeting, income tax forms, consumer awareness, personal values, problem-solving, and decision-making.

Because the program is now in its third year, two or more class groupings permit some flexibility for students who require extra or intensive help. The curriculum and text were developed by the Virginia Commonwealth University of Richmond.

Trainee Evaluation

Job supervisors rate students every nine weeks in such areas as personal traits and behavior, productivity, and quality of work. Employers determine the evaluation criteria and review the evaluations thoroughly with the student. Students receive academic credit for their work experiences and are graded at the end of each semester and after the summer. Fifty percent of the grade is based upon academic performance, determined by classroom testing, and 50 percent upon job performance. Teachers visit students on the job regularly during the summer session to determine needs or to solve problems.

Counseling

New Horizons academic teachers provide personal and job counseling.

Business Involvement

The business community works through the PIC to help design and shape the program. Participating businesses provide educators with feedback on course design to remedy identified weaknesses. Participating companies offer 20 hours of work each week for each job training slot they provide.

Students receive the minimum wage from their employers; New Horizons pays no stipend for the training it provides.

Follow-up

The New Horizons staff conducts pre- and post-testing to measure students' progress on improving basic education skills; results contribute to course design improvements. The staff also contacts students who have completed the program to track their employment progress following graduation.

PROGRESS

New Horizons originally offered academic classes only after school. Instruction is now offered during regular school hours. Over the past three years, the PIC and the teachers have worked to make the classroom experience more challenging to the students, and more individualized through the one-hour, New Horizons class supplement.

Work site supervisors were not initially included in planning and training sessions with classroom teachers. After three years, they now meet often,

have more involvement in curriculum development, and receive an orientation from the New Horizons staff.

Nine other cities have instituted local programs based on Richmond's. Together the programs are called the Partnership Project.

PROBLEMS

Transportation from schools to jobs was the chief logistical problem. The PIC provides busfare for students for the first two weeks of their jobs. For jobs that are located outside the center city and beyond practical travel distance on public transportation, the PIC purchased a van to transport students.

Employers found oral and written language skills to be a major problem among student workers. As a result, New Horizons has increased curriculum emphasis in this area.

The PIC staff found that supervisors in some companies find it difficult to deal frankly with students about their job performance. Supervisors often felt that objective criticism would be perceived as being too severe by the students. The PIC continues to work on this problem with employers.

HINTS FOR SUCCESS

Keep communications open at all levels. Program operators, teachers, students and employers must share problems and concerns freely to avoid problems and to build a stronger, more responsive program.

Build a partnership between the business community and the education system. As co-sponsors of the project, both sides fulfill their commitments.

PRODUCTS

The following publication is available upon request from the program operator: "New Horizons - A Working Relationship."

The PIC has also prepared a nine-minute slide presentation that is available only in the Richmond area.

The program curriculum and text, Your Working Life, are copyrighted; a currriculum outline is available.

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Bulletin

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THE BOSTON COMPACT, Boston, Massachusetts

CATEGORY Enhancement of scholastic and employment opportunities

OPERATOR Cooperative effort of the Boston Private Industry Council, Inc. (PIC); Boston public-school system; 273 local businesses; Greater Boston Chamber of Commerce; Tri-Lateral Council for Quality Education, Inc.; Coordinating Committee (composed of chief executive officers of Boston businesses); the Neighborhood Development and Employment Agency; 25 area colleges and universities; and Boston's CBO network.

SUMMARY The Boston Compact is a five-year, broad-based community effort to improve the basic skills of Boston high-school students, to make them better equipped to enter and prosper in the world of work. The business community agrees to give hiring priority to Boston high-school graduates. In return, the school system agrees to institute a program of improvement in 1) daily attendance, 2) the dropout rate, 3) academic preparation, 4) number of graduates attending college, and 5) number of students being placed in jobs. During the first year of implementation, the Boston PIC's Job Collaborative program, which is the business side of the Compact, has exceeded all goals. In November 1983, the Compact was expanded by a postsecondary education agreement between the school system and area colleges. This agreement is designed to increase the number of graduates attending postsecondary institutions by 25% over five years.

FUNDING For the Compact Office:

$100,000	from the Boston public school system
30,000	from local business and industry
50,000	from the Permanent Charities Foundation of Boston
$180,000	

For the Job Collaborative:

$500,000	contributed by the Bank of Boston, Bank of New England, Permanent Charities Foundation, Riley Foundation, Godfrey Hyams Trust, and Edna McConnell Clark Foundation.
50,000	from the Neighborhood Development and Employment Agency (Job Training Partnership Act, Title IIA, 8 percent funds).
$550,000	

In addition, the Boston public school system contributes staff time, expertise, and resources, including a new position of Development Officer at each high school.

Business members of the Tri-Lateral Council for Quality Education, Inc., give time, expertise, and resources to help high schools improve students' skills. Similar support is provided to local high schools through pairings with universities.

TIME FRAME September 1982-present.

OUTLINE

Background The idea for the Boston Compact began in 1981 at a meeting of the Board of Directors of the Tri-Lateral Council for Quality Education, Inc. The Council pairs an area business (like the Boston Gas Company or the New England Telephone Company) with each of the 17 Boston high schools and the Humphrey Occupational Resource Center. Its purpose is to provide business expertise and resources to help upgrade the academic and employment skills of Boston high school students. The Boston compact grew out of the attempt to: 1) assess the impact of existing school/business ties; 2) set numerical goals and specific objectives for these and future partnerships; and 3) develop stronger peer cooperation within and among Boston schools.

Goals Under the Compact, the business community (represented primarily by the Boston PIC, the Chamber of of Commerce, and the Trilateral Council) agreed to recruit 200 participating businesses for the 1982-83 school year and provide 1,000 unsubsidized summer jobs for sophomores and juniors and 400 full-time, permanent jobs for graduates. These figures will increase in each successive year. The chief executive officers of participating businesses sign a formal agreement to register entry-level job openings with the PIC, give hiring priority to PIC referrals of Boston high school students, and meet routinely with the PIC staff to plan for education-related activities like field trips and guest lectures by company representatives.

In return the schools system commits itself to 1) a 5% decrease in dropouts each year; 2) a 5% increase in daily attendance each year; 3) the establishment of employability of all Boston graduates by 1986 by having them meet minimum competency standards; 4) a 5% increase each year in the number of students going on to postsecondary education; and 5) a 5% increase each year in the number of students finding jobs.

In November 1983, the Compact was expanded to include a postsecondary education agreement. As the school system improves the quality of its students' skills, area colleges and universities over the next five years will increase by 25% the number of local high school graduates admitted. They will do this not by lowering standards, but by working with the school staffs to insure that students are aware of college as an option and know how to apply, prepare for standardized tests, and get financial aid.

In other words, by improved outreach, organization, administration, and coordination of existing programs, postsecondary schools will make their campuses seem less foreign to inner city and other students.

Business Involvement To achieve these goals, the PIC established a Job Collaborative program and, through a joint hiring process with the schools, assigned seven full-time staff

with previous educational background to work as career experience teachers in the seven high schools that participated in the Compact in 1982-83.

Recruitment for the Job Collaborative. The schools receive from the central school administration a computer printout profiling the senior class. PIC career experience teachers use this to identify students who meet the following criteria: 1) are not college-bound, 2) have sixth-grade math and reading skills, and 3) have an 80% attendance record. The PIC career experience teachers and the faculty then poll these students to determine their need for a job.

Job Collaborative Participant Profile. In 1983, the first year of implementation, 1,181 sophomores and juniors were placed in summer jobs, and 415 graduates were placed in full-time permanent jobs through the Job Collaborative. Of these, 79% are minorities (blacks, Hispanics, Asians), 59% female, and 79% economically disadvantaged.

Job Collaborative Placement. Students earn from $3.35 to $9.16 per hour in entry-level jobs as bank tellers, secretaries, sales clerks, insurance sales trainees, computer operators, barbers, word-processing operators, and data-entry operators, among others. Employers range from the very large, like the John Hancock Mutual Life Insurance Company or Blue Cross/Blue Shield, to small businesses, like the South End News or Jack's Barbershop.

Job Collaborative Follow-Up. PIC career experience teachers follow-up with site visits and with telephone calls once every two weeks to counsel those placed and to deal with any problems that arise on the job. There is also a one-year follow-up to check on the status of former program participants.

Follow-up figures for the 1983 class are not yet available. Under a pilot job collaborative program at three schools in 1981-82, 93 students were placed. Eighty-seven were still working in December 1982 and 84 in June 1983. Some of these had changed jobs, but all were still employed. Thirty-six have since applied to college or vocational school.

Besides maintaining a continuous liaison with the business community, the PIC career experience teachers also teach career-education classes that help students make the transition from high school to work or postsecondary education. To prepare sophomores and juniors for summer jobs, a typical career experience teacher will hold five one-hour workshops each week throughout the academic year. Here students learn to fill out job applications; write resumes; go through interviews; and deal with problems on the job, like racial or sexual harrassment.

Career education classes for seniors meet five days a week for one hour per day throughout the senior year. Students receive academic credit for these classes. Beside learning job-search skills like those taught the sophomores and juniors, seniors learn life skills, such as how to manage a bank account or compute interest before buying on credit, what W-2 and W-4 forms are, how to fill out tax forms, how to get along with supervisors and co-workers, how to cope with relocation or promotion, and how to take advantage of company training and education programs. In addition, the senior workshop includes career consciousness-raising sessions, where students learn about the training needed to enter specific professions.

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The School System's Role

The Boston school system established at each high school a planning team, consisting of the headmaster, the newly established development officer, teachers, administrators, parents, students, the school's Tri-Lateral Council coordinator, community-based organization representatives, and the university-pairing coordinator. Each team developed for its school a basic plan that included a proposal for achieving each of the five goals; background information on the building, students, staff, equipment, and other resources; and a section on parent and community outreach.

A development officer has been appointed at each school to implement the Boston Compact. The educational resource brokerage and planning activities had been assigned to persons with other duties, but the Boston Compact responsibilities were not given top priority under this arrangement. Therefore, the position of development officer was created, as a full-time administrative job, for the purpose of implementing the Boston Compact. The officers work with the staffs at their own and other schools to assure effective networking and program performance.

The public school central administration established 15 work groups in 1982 (reduced to 12 in 1983), whose job is to provide central administration resources to help local schools implement their plans. Co-chaired by a senior public school official and a senior representative of a collaborating organization, like the PIC or the Tri-Lateral Council, work groups deal with areas such as basic skills improvement, art in education, job preparation and placement, alternative education, and athletics to insure that local schools get resources to implement their plans.

The Compact Office

Coordinating the activities of the business community, the local schools, the central administration, the universities, and other interested parties is a Compact Office staff of three full-time professionals, a full-time secretary, and two part-time consultants, all responsible to the superintendent of schools.

PROGRESS

Most measurable progress to date has been in the Job Collaborative. Students came from all Boston schools but the participation rate was higher at the seven schools formally involved. In all cases the PIC program has exceeded its goals:

	Goal	Actual Number
Participating companies recruited	200	273
Students placed in summer jobs	1,000	1,181
Graduates placed in permanent jobs	400	415
Participating schools recruited	6	7

Funds have been contributed by public and private sources for three more schools to participate in the Job Collaborative by the end of the year.

The public schools began implementing their part of the Compact in the 1983-84 school year, and most results will not be available until after June 1984. Already, however, there is some evidence of success. In 1982, practice sessions for the Scholastic Aptitude Test (SAT) drew 202 students. A similar practice session 1983 attracted more than 700, primarily because of the efforts of the higher-education-awareness work group in publicizing the event.

PROBLEMS

One major problem has been the distrust that historically competitive and/or segregated sectors have for one another, which makes them reluctant to cooperate and take the constructive criticism necessary to establishing effective programs. This distrust is slowly eroding, however; the Boston Compact staff has worked energetically on coalition-building and the success of the PIC Job Collaborative has led to a growth in the number of participating schools. Other problems have been the difficulty of finding jobs in a recession and transportation problems in Boston, where many jobs are located in suburbs not served by bus or subway from downtown.

HINTS FOR SUCCESS

- Prepare employers for students' shortcomings. Until schools have time to upgrade skills, many students will graduate with poor academic skills; they may not be able to fill out applications properly, find public transportation, or adjust to rules of promptness and attendance.
- Allow a minimum of one year's lead time for planning and coordination.
- Set long-range goals so the complex program has time to work.
- Develop plans to institutionalize services like career education, job counseling, and follow-up. These functions, now performed by PIC career experience teachers, will eventually be the responsibility of the school faculty and administration.
- Write down agreements, plans, and policy statements and have people sign them. Then go back and obligate people to follow them.
- Be willing to take institutional risks.

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Community Colleges Customize Training to Revitalize Industry

When today's employers need to retrain or upgrade the skills of their workforce, chances are the first place they go for help is the local community college.

"There clearly is a national trend toward customized training programs," says Nolen Ellison, president of Cuyahoga Community College in Cleveland, Ohio. As director of this year's Putting America Back to Work Task Force, sponsored by the American Association of Community and Junior Colleges, Ellison is following the trend closely. "It's stimulated by the community colleges' desire to support the needs of business and industry and to become part of the state and local revitalization efforts," he adds.

Industrial training, once viewed as a primitive form of education, has come of age, according to Dorothy Fenwick, associate director of the American Council on Education. "And with it, the community college has come into its own. That is where the action is."

A Matter Of Survival

Two schools that have branches dedicated to customized training—Cuyahoga Community College and the statewide Delaware Technical and Community College—see their role as more than a matter of getting a piece of the action. It is a matter of industrial survival.

"If you're going to have a major economic renaissance in an old industrial town like Cleveland, you need an institution that can respond to the needs of labor and industry," says Howard Rice, director of the Workforce Development Center at Cuyahoga's Urban Metropolitan Development Institute.

The college created the institute in 1980 for exactly that purpose. Explains Vladimir Rus, the institute's executive dean: "Traditional degree programs are not really suited to the immediate needs of business and industry. Standard educational programs are not flexible enough to give them things that are tailor-made to their needs. We've set up a special unit that allows for such flexibility."

Striking A Balance

In the process, the institute is trying to strike a balance between its academic and training roles. "When employers are paying for training, by and large they don't care about credits, they just want the job done," says Rice. "But the individual trainee does care."

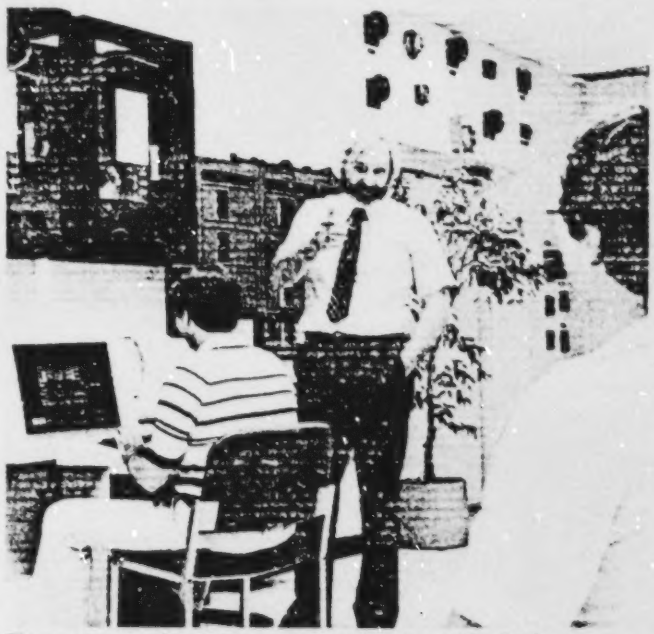
"We're trying to create a system that offers both an education and a quick, tailor-made response to business," adds Rus.

This integrated system will operate as the institute's Career Resource Academy/Technical Training Center when it opens in 1985. Financed by a state grant, the center will concentrate on skills training for the emerging technologies that are changing the workplace in Cleveland's three major employment areas—production manufacturing, allied health professions, and business services such as law firms and insurance companies.

The new facility will support the institute's industrial training goals. Its equipment will duplicate an up-to-date industrial or business environment. It will also offer related degree programs which will give degree-seeking students hands-on experience in their fields and exposure to potential employers. Because local businesses will oversee the courses, Rice expects them to use the center as a source for employee recruitment.

There is a third purpose.

"We're not naive," says Rice. "We don't think business and industry will send their half million workers to our little building, so a large part of the center's activities will be dedicated to helping companies create and manage their in-house training programs.



The customized training programs developed for high technology industries by Delaware Technical and Community College are an important part of the state's economic development efforts.

Until the facility is completed, the center is limiting its activities to providing non-credit, customized training programs or consulting services to local firms. Rice says it has already helped about 35 companies.

Typical is a program developed for the Cleveland Electric Illuminating Company. The utility asked the institute to upgrade the skills of 150 maintenance mechanics. "We spent six to eight weeks working with plant supervisors to identify the specific competencies they were looking for," explains Rice, "and put together an 18-week course that gave the power plant exactly what it wanted."

Although the center's customized training programs currently carry no academic credit, the school plans to assign

See ***Customized Training*** *page 4*

Showcase, August 1983

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Customized Training *from page 3*

some credit value to them so workers can apply their training to the college's requirements if they decide to pursue degrees.

As the only community college in Delaware, Delaware Technical and Community College (Del Tech) has virtually cornered the state's industrial training market.

Del Tech's industrial training division "is a very real part of our economic development effort," says Bonny Anderson, assistant director of the Delaware Development Office, which has been contracting with the college for many years to provide customized training for new and expanding firms.

The Logical Trainer

Del Tech also is the logical training provider for the state's many manufacturing, chemical, and pharmaceutical firms because it offers degree programs in many skill areas they require, adds Dr. Suzanne Tuthill, senior industry training project director in Newcastle County.

Although the school has provided customized training for nearly a decade, it only formalized the capability five years ago by establishing the industrial training division. Now, three county coordinators serve under statewide coordinator Tony Digenokis at the school's four campuses.

"We're there to offer very specialized training," explains Tuthill. "It can range from the highly technical, like robotics maintenance, to managerial,like supervisory training. We do the training on campus or at the industrial site." The industrial training division has worked with nearly 200 companies and many of them have used it several times.

Anderson says the state's interaction with Del Tech has paid off in jobs for Delaware residents.

The start-up training program run for the Scott Paper Company is a good example. When the firm wanted to gear up for a new product line in one of the states where it had facilities, Anderson says Del Tech's ability to develop a training program "had an impact on the company's decision to expand here." Once the equipment for making the new product was in place, Del Tech trained 90 new employees as well as the existing workforce of 110.

Who's To Pay

Although public agencies sometimes subsidize training programs run by either school, the activities of Cuyahoga and Del Tech are usually paid for by the employers.

That is how it must be, says Cuyahoga's Rice: "Business and industry have tremendous skills upgrading needs. The job is not doable using public funds alone."

But, adds Delaware's Anderson, "I think agencies that have resources to subsidize training should commit those resources to the public school system—especially community colleges and vocational education schools."

Cuyahoga president Ellison hopes that will happen with Job Training Partnership Act funds: "The task force has identified two major goals for community colleges in the coming decade. The first is to develop the capacity for customized training. The second is to create links with the Job Training Partnership Act.

"Delaware and Cuyahoga Community College are simply two examples of what will be emerging throughout the decade," Ellison adds. "Community colleges have been involved in this in the past. What we haven't had are national or statewide strategies. That is what we're developing now."

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Colleges to Train Minority Entrepeneurs

With the assistance of the White House' Office of Private Sector Initiatives, the American Association of Community and Junior Colleges has received a $444,000 grant to help minority group members advance in small business careers.

Carol Eliason, director of the association's National Small Business Training Network, will coordinate implementation of the program in 13 community and technical colleges in 12 cities. The grant from the Minority Business Development Agency, U.S. Department of Commerce, will provide services for 12,000 minority young people to increase awareness of business and private ownership careers. It will also provide small business management training to 600 minority owners/managers.

"President Reagan last year designated the week of October 2–8 as Minority Enterprise Development Week," said Eliason. "This grant is a most fitting first step toward that goal and a timely expression of the Administration's commitment to economic recovery that includes a more equitable share in successful small business enterprise by minority groups members."

Added association president Dale Parnell: "I am especially gratified that community, technical and junior colleges will be the priority vehicle for providing minority group small business education and training." He noted that the program is another initiative undertaken by the Putting America Back to Work project jointly sponsored by the college association and the Association of Community College Trustees.

"Successful small businesses that are able to hire more workers are one of the crucial elements in this nation's economic recovery and human resource development," Parnell said. "If each small business across the country could employ just one additional qualified worker from among the pool of unemployed or displaced workers, our disgraceful unemployment problem could be solved."

WorkAmerica, November 1983, p. 8.

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College Cluster is a partnership that joins business leaders with educators from historically black colleges to prepare minority graduates for management careers.

Business Gives Boost to Student Space Program

A payload of experiments from North Carolina A&T State University will lift into orbit aboard a space shuttle in the fall of 1985, the result of six years of work by students and the financial backing of six corporations in the university's Cluster.

Cluster is a National Alliance of Business program that creates partnerships between business people and educators at historically black colleges and universities. More than 1,200 businesses participate nationwide, helping these schools produce graduates ready to assume professional, technical and management positions in the world of work.

North Carolina A&T's student shuttle project began in 1979, when Dr. Stuart Ahrens, associate professor of physics, contacted Dr. Ron McNair, a 1971 A&T graduate and one of three blacks named in the first selection of shuttle astronauts. McNair will become the second black American in space, and the first black scientist, as a member of the crew aboard flight STS-11 in January.

Through McNair, Ahrens learned of NASA's "Get Away Special," a program to price space on shuttle flights within the financial reach of small companies and schools. It was a perfect way for students to get involved in the space program," says Ahrens. With $500 from the university chancellor as the deposit for a shuttle space reservation, he approached A&T's Cluster with his plan for a payload of student experiments. Cluster companies were enthusiastic and three members—Raytheon, TRW-EDS and Owens-Illinois—gave several thousand dollars as seed money.

A campus-wide contest generated ideas for three experiments, and three additional Cluster companies—Digital Equipment, General Electric and RCA—increased the total project funding to more than $20,000 each year. With that track record, last year the program won a 14-month, $47,000 grant from NASA's Ames Research Facility. Ames contributed another $40,000 this year.

"The grant enables us to put more time and money into the project, but if it hadn't been for the support of businesses, we never could have gotten started," says Ahrens.

> "The educational payoffs are outstanding. It gives them a chance to apply what they're learning in the classroom to the working world."

North Carolina A&T students at work on a space shuttle experiment.

In a typical youthful tribute, project students have designed their own T-shirt, showing the school's mascot as a space-helmeted bulldog astride the shuttle. The names of the six Cluster sponsors and NASA-Ames appear beneath.

The six-year shuttle project will ultimately cost more than $250,000, most of it from the Cluster companies. The funding pays for small student allowances and testing equipment. TRW has also donated many hours of technical advice to help students design the experiments. The A&T payload includes an accelerometer to measure shuttle performance in orbit, a crystal growth experiment and one to study the effects of weightlessness on the offspring of milkweed bugs born in space.

For Ahrens, the project's greatest achievement is student motivation. "The educational payoffs are outstanding. The students are really motivated. It gives them a chance to apply what they're learning in the classroom to the working world. It really pushes home professionalism because there's absolutely no room for mistakes." More than 25 students are involved in the shuttle project each year, usually joining it in their junior year after they have acquired basic technical expertise. They are responsible for design, testing and construction of the experiments. Many of them plan to be on hand at the Kennedy Space Center in 1985 when the experiments are loaded onto the shuttle.

Astronaut McNair has enthusiastically followed the work of his fellow "Aggies," as A&T students call themselves. And he serves as a role model, returning to the campus every year to talk to students. "We're very lucky to have our own astronaut," says Ahrens, only half in jest. "NASA will match up the flights and the payloads, but we're going to ask for Ron. One of our dreams is to have an Aggie astronaut and an Aggie payload on the same flight."

WorkAmerica, November 1983, p. 16.

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What's a Cluster?

Cluster is the name that the National Alliance of Business has given to its program to involve business and industry and the public sector in the nationwide effort to expand educational and career opportunities for graduates of historically black colleges and universities.

Since the program's inception in 1969, NAB's College/Industry Relations Department has formed on-going partnerships, called "Clusters," between minority colleges and more than 1,200 companies. NAB acts as a catalyst to bring business and educational institutions together, provides technical expertise in program development and implementation, and acts as a communications vehicle and idea exchange for Clusters throughout the country.

These Clusters enable key company executives to work as a team with college officials to strengthen academic programs, obtain financial and equipment donations, and assist students with career planning and placement. Company representatives meet with officials from their respective colleges several times a year and serve on task forces which address college and student needs.

Cluster companies have provided millions of dollars in services, equipment, and financial contributions to these educational institutions. In turn, they have gained the services of thousands of minority employees, well-qualified to perform the management, scientific, and technical skills needed by business. The bottom line is... everyone benefits.

If you want to become involved with a Cluster, or start a new one, write or call the College/Industry Relations Program, National Alliance of Business, 1015 15th Street, N.W., Washington, D.C. 20005, (202) 289-2815.■

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